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ABSTRACT

The project, which utilized a series of workshops and supervisory visits to successfully plan a curriculum in the work ethic for grades 4-6, originated in response to a concern expressed by western Massachusetts educators and employers as to the attitudes toward work of their students and employees. The project report includes: (1) project, teacher, and student objectives; (2) a financial statement; (3) list of participants; (4) an introduction which briefly describes project philosophy, participant selection and responsibilities, implementations, and suggestions for continuation; (5) workshop schedules; and (6) a three-page list of materials purchased for the project. The bulk of the document (106 pages) contains detailed teacher developed units for the three grade levels. Teachers involved in the project found they needed to focus on the interrelationships between work attitudes, self-esteem, and the interdependence of individuals. The units are composed of specific self-awareness and career awareness activities with objectives, teaching procedures, and student materials or lists of material sources. The report also contains a project evaluation form for use by the 24 participating teachers and a copy of a brochure describing the project. (Author/MS)

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UNDERSTANDING THE WORK ETHIC

A PILOT PROJECT

FOR THE

INTERMEDIATE GRADES

Coordinated
by
Thomas White
Winifred C. Green
James A. Shiminski
Amy S. Whitney
Ronald H. Fredrickson

Sponsored
by
Pittsfield Regional Education Center
Massachusetts State Department of Education
188 South Street
Pittsfield, Massachusetts 01201

November 1975

CE 005 610

UNDERSTANDING THE WORK ETHIC IN THE INTERMEDIATE GRADES

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Cover.....by James Shiminski, Educational Specialist, Pittsfield Regional Education Center, Pittsfield, Massachusetts 01201

Foreword

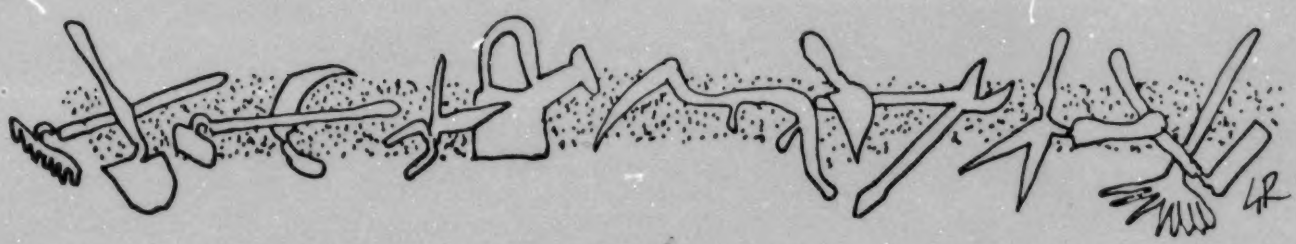
Little, if any formal attention has been given by the elementary schools to the development of proper attitudes toward work, the responsibilities and opportunities that work requires. It has long been apparent that the posture of the worker toward the task at hand is affected by many variables. It is the attempt of this project to attack one of these variables, that of understanding, at a fairly early stage in development. The school is only one of the many factors influencing the development of attitudes, but the classroom is one of the first areas in which children are confronted with assigned tasks and it is with this factor in mind that this project has been planned.

Through a series of workshops and supervisory visits the program is designed to plan a curriculum in the work ethic for use in grades four, five, and six. Twenty five teachers were nominated by their school districts to participate in this project. Because of a reduction in funds certain aspects of the projects had to be curtailed, but the outcomes have been most encouraging.

Our sincere thanks are due Dr. Ronald Frederickson, consultant, Ms. Amy Whitney, field supervisor, Mrs. Winifred C. Green, elementary specialist, and Mr. James Shiminski, occupational specialist for their efforts and expertise which they offered the project. Without them there could have been no project. We are especially grateful to Dr. George Lane, Superintendent of the Berkshire Hills Regional School District for his offering the services of his district as the fiscal agent for the project.

The outcomes of this short period of planning are evident on all of the pages that follow. In light of the results of this year's state-wide assessment program which revealed an almost total lack of understandings and knowledge of the world of work this project indicates some possible answers to this need.

The reports that follow indicate both a need for and a desire for another year of planning and cooperative development. Other sources of funding will be investigated with the hope that this project can be continued and expanded. Full-time staff supervision will be sought as well as funds to increase the number of all day work sessions. The enthusiasms which this project has generated must not be allowed to die.



BACKGROUND OF PROJECT

The project originated in response to a concern expressed by Western Massachusetts educators and employers as to the attitudes towards work of children in school and as adults in jobs after school. This concern is reflected in a Department of Health, Education and Welfare task force report on working conditions called Work in America. They found that a number of workers expressed dissatisfaction with their employment and the monotony, isolation and the meaninglessness of their jobs. Workers surveyed wanted more autonomy on their jobs, greater opportunity for increasing their skills, more challenge and greater participation in the design of their work. Their dissatisfaction often showed itself in high absenteeism, shoddy workmanship, vandalism, increased drug use and mental and physical illness. A worker's attitude was the most powerful predictor of obtaining and retaining employment.

Occupational Competency - Work Ethic Project
Intermediate Grades (4,5,6)
Pittsfield Center Massachusetts State Department of Education

Objectives of the Project

1. To conduct workshops for teachers.
2. To provide a resource person to work with cooperating teachers in their classrooms.
3. To purchase instructional materials for participating teachers to use in teaching an understanding of the work ethic.
4. To compile lesson plans, units, and materials developed by participating teachers into final report.
5. To indicate success of program.

Teacher Objectives

1. To attend scheduled workshops.
2. To identify topical area relating to work ethic.
3. To select material to be utilized with the area identified.
4. To develop work ethic units, lesson plans, activities which can be utilized in their classes.
5. To implement the work ethic activities in their own classes.
6. To participate in evaluating the work ethic activities.

Student Objectives

1. To participate in activities on work ethics set up for them by their teachers.
2. To relate what attitudes of work ethic are present in their classrooms.
3. To expand their own self image.
4. To look more closely at themselves, their attitudes, abilities, and potential strengths.
5. To relate what work in the classroom means to him/her at the present time and what it might mean in the future on a job.
6. To identify contributions he/she can make to society through his/her work in and out of the classroom at the present time.
7. To identify work as a major instrument through which change can be made to human environment.
8. To identify social worth of work performed at different levels of work.
9. To analyze the significant values others have about their work.
10. To examine work expectations which others have for him/her in the classroom and in terms of career plans.
11. Explore how work not only provides material goods and services but also intrinsic feelings of worth and value.
12. Discuss ways attitudes of employers (teachers) and employees (student) may influence productivity.
13. Show a genuine concern and responsibility toward fellow students and workers regardless of their respective ability.
14. Identify types of compromises one makes in order to maintain good human relations with co-worker (student) and employer (teacher).
15. Identify factors which are a part of good work performance and rate himself or herself in terms of those qualities (cooperation, responsibility, accuracy, productivity, timeliness, etc.)

From December 6, 1974 Workshop

The Commonwealth of Massachusetts
Department of Education
188 South Street, Pittsfield 01201
REGIONAL OFFICE

PREC WORK ETHICS PROJECT
FINANCIAL STATEMENT
30 JUNE, 1975

		Budgeted			
100	Salaries	$5,500	Expended	$4,692.75	
		5,500	Encumbered	1,150.00	$5,842.75
200	Travel	1,300	Expended	562.24	
		720			562.24
300	Work Meetings	1,000	Expended	297.75	
		200			297.75
400	Instructional Materials	1,500	Expended	655.21	
		700			655.21
500	Office Expense and Printing	700	Expended	193.70	
		480	Encumbered	48.35	242.05
		$10,000			
		$ 7,600			$7,600.00

Participants
Occupational Competency: Work Ethic Project
Massachusetts State Department of Education
Pittsfield Regional Office

Pittsfield-Dalton-Lanesborough Area

1. J.M. Loveless
Principal
Stearns School
75 Lebanon Avenue
Pittsfield, MA 01201

2. Barbara Fenn
Gr. 5
Stearns

3. Patricia M. Rotti
Gr. 6
Stearns

4. Peter Maluk
Gr. 6
Egremont School
Egremont Avenue
Pittsfield, MA 01201

5. Bob Tucker
Gr. 6
West Side Com. School
West Union Street
Pittsfield, MA 01201

6. Anne E. Comeau (Nancy)
Gr. 6
Dalton Jr. High School
First Street
Dalton, MA 01226

7. Anothny Boyer
Gr. 5 & 6
Lanesborough Elementary
Summer Street
Lanesborough, MA 01237

8. Nellie Galliher
Gr. 4
Craneville School
Park Avenue
Dalton, MA 01226

Great Barrington Area

9. Edward Comstock
Gr. 5
Bryant (BHRSP)
School Street
Gt. Barrington, MA 01230

10. Barbara J. Tryon
Gr. 4
Plain School
Main Street
Stockbridge, MA 01262

11. Joseph Mancivalano
Gr. 6
Lenox Elementary School
Housatonic Street
Lenox, MA 01240

12. Cindy Smith
Gr. 4
Lee Central School
High Street
Lee, MA 01238

13. Sharon Fletcher
Gr. 4
Sheffield Center
Main Street
Sheffield, MA 01257

Adams-North Adams Area

14. Eugene J. McCarron
Gr. K-8
Mark Hopkins Campus School
North Adams State College
Church Street
North Adams, MA 01247

15. Steve Randall
Gr. 5
East School Annex
East Main Steeet
North Adams, MA 01247

16. John Montagna
Gr. 6
East School Annex
208 East Main Street
North Adams, MA 01247

17. Alan Gigliotti
Gr. 4,5,6
Williamstown Public Schools
(Southworth School)
36 School Street
Williamstown, MA 01267

Adams-North Adams Area (cont.)

18. John Barrett
Gr. 4
Johnson School
School Street
North Adams, MA 01247

19. Ken Szpila
Gr. 5
Plunkett
Intermediate School
Commercial Street
Adams, MA 01220

Greenfield-Huntington Area

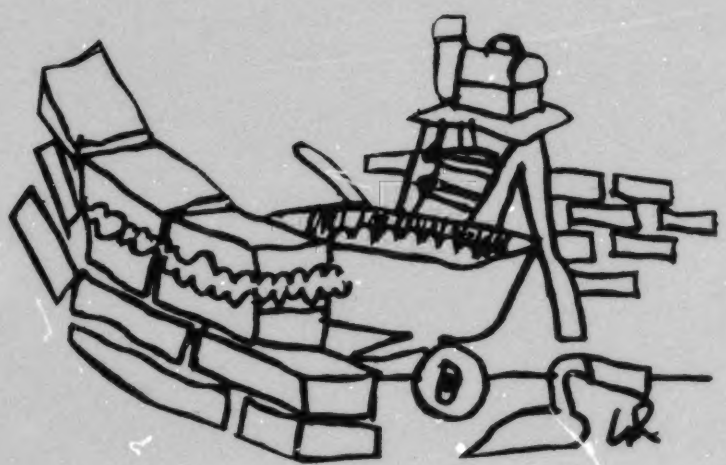
20. Charles A. Sanquinet
Gr. 6
Four Corners School
Ferrante Avenue
Greenfield, MA 01301

21. Dick Bole
Gr. 6 & tchr. in charge
Green River School
Meridian Street
Greenfield, MA 01301

22. Mrs. Barbara A. Bennett
Gr. 4,5,6
Deerfield Grammar School
Memorial Street
Deerfield, MA 01342

23. Thomas F. Shaughnessy
Gr. 5-6 (7&8)
Gateway Reg. Middle School
Littleville Road
Huntington, MA 01050

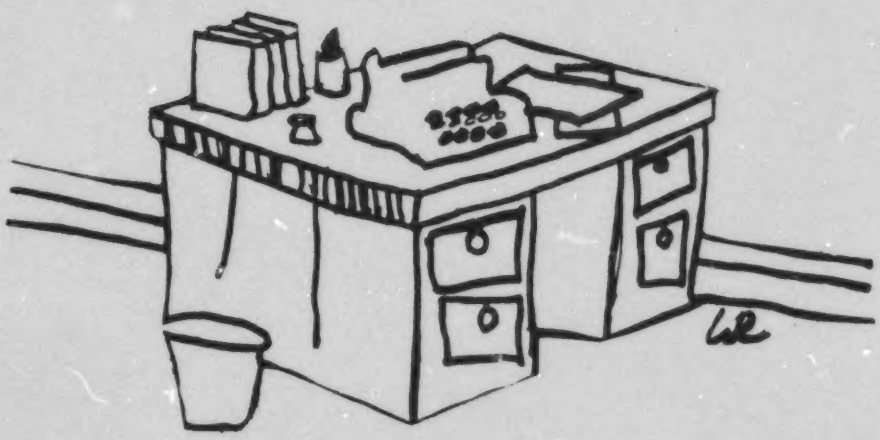
24. Charles Schiller
Gr. 5-6
Gateway Reg. Middle School



Superintendents - Principals

Pittsfield	Dr. Thomas Whalen, Supt.
Stearns School (Patricia Rotte (Barbara Fenn	J.M. Loveless, Prin.
Egremont School - Peter Maluk	James Tynan, Prin.
West Side Community School - Robert Tucker	Francis Kelley, Prin.
Central Berkshire RSD	Dr. James Lewis, Supt.
Dalton Middle - Anne E. Comeau	Dr. Brown, Prin.
Craneville - Nellie Galliher	Margaret Bauman, Prin
Lanesborough	George St. Pierre, Supt.
Lanesborough Elementary - Anthony Boyer	Neil Anderson, Prin.
Berkshire Hills RSD	Dr. George Lane, Supt.
William Cullen Bryant School - Edward Comstock	Clarence Blair, Prin.
Plain School - Barbara Tryon	Thomas Meade, Prin.
Lenox	Dr. Roland Miller, Supt.
Lenox Elementary - Joseph Mancivalano	Marguerite Cameron, Prin.
Lee	Maurice Boulanger, Supt.
Lee Central - Cindy Smith	Raymond Kavey, Prin.
Southern Berkshire RSD	Dr. L. Giandomenico, Supt.
Center School - Sharon Fletcher	Paul Langer, Prin.
North Adams Public Schools	Dr. Robert Loretan, Supt.
East School Annex (Steve Randall (John Montagna	John Sullivan, Prin.
Johnson School - John Barrett	Marion B. Kelley, Prin.
North Adams State College	
Mark Hopkins Lab School - Eugene J. McCarron Assistant Principal	

Adams-Cheshire RSD	Rolland Duval, Supt.
Plunkett Middle School - Kenneth Szpila	C. Richard Love, Prin.
Greenfield Public Schools	William Wright, Supt.
Four Corners - Charles Sanguinet	Hugh Hayden, Prin.
Green River - Richard Bole	Alfred W. Sommer, Prin.
Deerfield Public Schools	Warren Bennett, Supt.
Old Deerfield Grammar - Barbara Bennett	Edward Trzcienski, Prin.
Gateway RSD	Richard K. Sullivan, Supt.
Gateway Middle School (Thomas Shaughnessy (Charles Schiller	Richard Delnickas, Prin.
Williamstown Public Schools	J. Marvin Gangemi, Supt.
Southworth - Alan Giliotti	Arthur O'Brien, Prin.



STAFF:

Inservice Training:

Ronald H. Fredrickson, Ph.D.
School of Education
University of Massachusetts

Resource Consultant:

Amy S. Whitney
Conway, Massachusetts

Educational Specialists:

Winifred C. Green
Pittsfield Regional Education Center
Pittsfield, Massachusetts

James A. Shiminski
Pittsfield Regional Education Center
Pittsfield, Massachusetts

Regional Coordinator:

Thomas H. White
Pittsfield Regional Education Center
Pittsfield, Massachusetts

INTRODUCTION

The work ethic project originated from the concern expressed by educators and employers as to the attitudes towards work of their students and employees. We as educators felt the desire to work with these attitudes; to explore the area of "work ethics," what its interpretations are and what it could be.

Teachers were selected by their superintendents and principals to identify and to create curriculum. Elementary children (grades 4,5,6) were chosen as the age group to work with on the project. Although this decision was somewhat arbitrary, the project staff felt that 9, 10, and 11 year olds were at a turning point in their education. It was at this age that many important attitudes were formed and it seemed most important that the children be exposed to many differing attitudes about work.

One of the most generally held beliefs among the teachers was that a negative attitude towards ones' work often resulted in a low self esteem. Thus with this belief several of the teachers directed their program towards developing self awareness. One of the most popular activities was a group discussion in the classroom as to each individual child's positive and negative qualities. The children were kind and helpful to one another. In one classroom several of the children expressed surprise at the high regard their classmates had for them. Many of the teachers used some form of questionnaire to get the children to express their feelings about themselves. In the class discussions that followed, many similarities and dissimilarities among the children were raised. The teachers that tried this approach were glad that they had opened this avenue of expression for their students. It was a beginning.

Most of the teachers who began their work ethic units with self awareness activities were the teachers of younger children. By fifth and sixth grade the children showed interest in careers. The teachers of these children did much talking with them about their attitudes towards work. A good many children did not seem to care about the quality of thier work at school and expressed total indifference towards what their occupation might be in the future. They accepted the fact that they would do the same kind of work as their parents did before them. In other cases the children felt that they would join one of the professions commonly viewed on T.V., i.e., a doctor, lawyer or policeman. The children's teachers felt that their students reacted as they did for several reasons. One was that they were still very young and had no idea of the wide variety of jobs that could be available to them. And secondly, the children's lack of knowledge of themselves and their capabilities was painfully evident. Several of the teachers felt that at the very least they could start the children thinking about their values towards work.

One school system already had organized a day wherein all sixth graders would go with his/her parent (or a host if the parent was unavailable) to their places of employment. The children spend the day shadowing the adult and getting an on the spot view of what that particular profession entailed. In other classrooms job awareness activities were played. Children made lists of occupations and their sub-groups. For example, in dealing with the medical field a child would write down "doctor" and the other children would add to the list, i.e., anethesiologists, pathologists, janitor, lab technician and so on. Several teachers used a very popular kit, the SRA job experience. In it the children worked on packets that included work that the person whose profession they chose

would ordinaily do. For example, as a truck driver they had to plan their route from one place to the next, or as a secretary they had to correct some typewritten letters. One teacher set up the children's day so that it included the routine of a factory worker, including punch cards showing their presence and daily task folders. The children got so involved in this work day that they demanded coffee breaks.

In each one of the activities the intent was to make the children more aware of careers. It was definitely not the intent to direct a child towards one particular career.

As each teacher did what he/she felt was most appropriate in each one's particular circumstances there were 20 different approaches to the project. Some of the teachers used an activity that someone else also used but this kind of duplication was surprisingly at a minimum. All in all, the curricula are thoughtful, creative and useful. Of course there were problems, big problems. After a workshop or two many of the teachers realized that they were already doing something on "work ethics" in their classrooms. The hard part came when they tried to identify their concerns, organize their ideas and figure out how to start. With the busy school year this project was important and yet an added burden. Where was one to get the time? Plus there were other problems that all the participants shared. The project started in November with a workshop and then another workshop early in December. We were funded and yet the money did not come through until the end of March. Thus, much of the initial enthusiasm of the teachers was allowed to dissipate. The resource consultant (myself) was unable to visit the teachers in their classrooms. Thus, besides waning enthusiasm the dissemination of materials was slowed down. What started out as an eight month project ended up as a two month project. The slow down effected drastically what people actually did in their classrooms. Some teachers did not get into developing curriculum at all but simply thought and talked with the children about "work."

In the final analysis although some very fine work was done I think most of us feel that the project is just beginning. The teachers asked that the project be continued. They want support in order to continue their efforts to educate the children in self and career awareness at the elementary level.

The following steps were suggested by the teachers for the continuation of the project:

1. More workshops, which would include group sharing and planning time.
2. That more material that could be usable on the project be identified: that an additional comprehensive bibliography be built.
3. That consultation should be available for the individual teacher and his/her project. This would include time where the consultant would be working along side the teacher in the classroom.
4. That help be given in identifying professionals who are willing to visit the school and that the teacher should be assisted in lining up the visits.
5. That more materials that deal with actual job situations (such as the SRA kit) be purchased.

Amy Whitney, Consultant

WORK ETHIC WORKSHOP SCHEDULE

October 25, 1974

Pittsfield Center Massachusetts State Department of Education

Project Title:	Occupational Competency - Understanding The Work Ethic In the Intermediate Grades
9:00 - 9:30	Coffee
9:30 -	Welcome - Winnie Green Meaning of the Project for Elementary Teachers - Winnie Green Introductions of Dr. Ronald H. Fredrickson and Amy Whitney, Resource Teacher How to Use Workshop Information - Amy Whitney
10:15 -	Purpose - Ron Fredrickson
10:45 -	Work Ethic Survey - Ron Fredrickson
11:00 -	Break
11:05 -	Applications in the Classroom - Amy Whitney and Winnie Green
11:15 -	Participant Goals - Ron Fredrickson Distribute Unit Resource Booklet Describe outline for unit Discuss sample units
11:45 - 12:00	Biographical Form - Amy Whitney Identify Project or Unit for each school - Ron Fredrickson
LUNCH -	AT CENTER
12:30 -	Media Fair - Amy Whitney Bread and Butterflies Preview - Form Selection of Material
1:30 -	Suggested Activities Dramatics - Amy Whitney In-seat Activities - Ron Fredrickson
2:00 - 2:45	Each Report on Unit Idea They Would Like Help in Developing Distribute Bibliography
2:45 -	What's Next Field Demonstration - Amy Whitney Schedule Next Workshop - Tentative Dates: Nov. 22, 1974 Dec. 6, 1974 Jan. 24, 1975
3:00 -	Departure

WORK ETHIC WORKSHOP SCHEDULE

December 6, 1974

Pittsfield Center Massachusetts State Department of Education

Project Title:	Occupational Competency - Understanding The Work Ethic In The Intermediate Grades
9:00 - 9:30	Coffee
9:30 -	Welcome - Thomas White Clarifications of Objective "Just What Are We Going To Accomplish?" "What Is A Unit?" - Ronald Fredrickson
10:00 -	Job Stereotypes and Women - Faith Foss - Consultant on Opportunities for Women, Public Law 622
11:00 -	Break
11:05	Demonstration of Classroom Activities - Amy Whitney
12:00 -	LUNCH - AT CENTER
1:00 -	Idea Exchange - Participants
2:00 -	How to Develop Units
2:45 -	What's Next? Schedule Visits and Demonstrations by Amy Whitney Schedule Next Workshop
3:00 -	Departure

WORK ETHIC WORKSHOP SCHEDULE

May 9, 1975

Pittsfield Center Massachusetts State Department of Education

Project Title: Understanding The Work Ethic In the Intermediate Grades

9:00 - 9:30	Coffee
9:30 -	Welcome - Ronald Fredrickson Work Ethic and Schools in The Peoples Republic of China (Slides and Presentation on recent educational tour) Dr. Alfred Karlson, Assistant Professor Child Development University of Massachusetts Amherst, Massachusetts
11:00 - 11:30	Group Reactions: Implications of Presentation on China by Dr. Karlson
11:30 - 12:00	Complete Evaluation Form
12:00 - 1:00	Lunch at Center
1:00 - 1:15	Final Report and Unit Schedule - Amy Whitney
1:15 - 2:00	Sharing Sessions - Amy Whitney and teachers
2:30 -	Plans for the Future - What will happen next year? - Winnie Green
3:00 -	Departure and Safe trip home

Materials

The following list is the materials that were purchased for the work ethic project. The selection of the materials went through several steps. To begin with the project staff identified the material they thought might be most relevant. Trade and professional journals, bibliographies from the University of Massachusetts and consultants recommendations were reviewed. Then they sent for the identified materials on preview. The project participants were presented with the materials at the first workshop. These teachers selected the materials that they felt would be most useful in their own work ethic project. Materials purchased were for the edification of the project participants or for direct use in the classroom. Kits and programs that looked inappropriate (i.e., those geared for a higher grade level or too expensive) were returned to the companies.

WORK ETHIC - MATERIALS

*American Guidance Service - Duso Kit D-2 Each cycle of activities (1 week approx.) contains a story, problem situation, role playing activity, puppet activity, discussion picture, career awareness activity, supplementary activities, and supplementary reading. Manual contains enough activities for an entire year.

Richards Rosen Press - The Joy of Work by John Keefe and Stanley Stein Work is defined on many levels as it is approached by different people with different needs. Job satisfaction is discussed as a consequence of sound occupational choices. Its prime message is in directing the reader to find the work that will be rewarding and thereby enjoyable.

Merrill (Charles E.) Pub. Co.- Career Survival Skills Designed to help students understand and use resources for life and career planning. The intent is to lead students to develop a keener sense of awareness so that they may be better equipped to make plans for the future. Manual, Spirit Masters, Transparencies, Cassette, Handbook, Wall Chart, 3 professional books.

Guidance Associates - The Changing Work Ethic A sound filmstrip program - challenges students to explore their own attitudes toward work, materialism, career status; examines the growing problems of job dissatisfaction and the concept of job enrichment. Detailed discussion guides, follow-up questions and activities, bibliographies.

McKnight - Activities for Succeeding in the World of Work Designed to allow the student to gradually develop a positive self-image between himself and the world of work. Emphasis is on self-analysis and reaction to problematical situations.

Science Research Associates - Social Science Laboratory (Specimen Set) A copy of the pupil "Social Science Resource Book," a copy of each Social Science Project Book (7 in all) "Learning to use Social Science," "Discovering Differences," "Friendly and Unfriendly Behavior," "Being and Becoming," "Individuals and Groups," "Deciding and Doing," "Influencing Each Other," One set of five records, 4 for pupils, one for the teacher; a Teacher's Guide, and a copy of the booklet, "The Teacher's Role in Social Science Investigation."

SRA - What Could I be? Introduces boys and girls to the world of work, guides them in viewing and in occupational areas in terms of their own abilities and interests, and helps them to see the value of school as preparation for work. (Manual, also)

*SRA - Job Experience Kit Work simulation experiences in 20 representative occupations. Students solve problems typical of each occupation. Generates career exploration and exposes students to real job activities. Realistic problem-solving approach, comprehensive user's guide.

ITT - Educational Materials Catalog) - Career Development Activities and Instructors Guide Teachers of all disciplines should integrate career development activities with on going programs. This material provides teachers and educational personnel at every level with suggestions on how to integrate career development activities with traditional subject matter. The activities require no curricular revision but serve as a means by which teachers can readily implement career education concepts.

Ginn and Company - Your Rights and Responsibilities As An American Citizen: A Civics Casebook and Teachers' Guide Builds skills in understanding issues of constitutional democracy and civil liberties. (Background)

*Benefic Press - Careers for All Series "Alike and Different" "Plans and the Future" "Interests and Choices" Concept vocabulary at the opening of each chapter. Written to develop an understanding of the world of work, to strengthen understanding of individual's work, to emphasize getting along with others.

Britannica Co. - Now You Know About People At Work Designed in accordance with guidelines for career education. A program of books and correlated records which opens up the world of work to young children. -- "Who Works," "Where People Work," "When People Work," "Why People Work," "Work You Can Do."

Finney Company - Help Yourself To A Job Part I, Part II, Part III "It's Easy To Be Liked" Part I -- Covers the various steps leading to a job, including filling out an application form. Part II -- Explains difference between skilled, semiskilled, and unskilled jobs. Part III -- Explains employer-employee relationships, sources of employment.

It's Easy To Be Liked deals with personalities, habits and manners, physical characteristics and grooming. It provides opportunities for self-analysis and builds confidence.

Sadlier - The American Labor Movement - (Background material for teachers). Traces evolution of the American labor movement out of conditions that existed in the past, analyzes how unions are functioning in the present, and attempts to suggest probable lines of development, as well as the challenges and problems, that await them in the future.

Careers - Largo, Florida - Career - Job Guide - Several different titles - Posters (attitude)

Channing L. Bete Co. - Scriptographic Fact Booklets: "20 Ways to Get More Done" "Needed Today -- Declaration of Inter-dependence" "Time -- Your Greatest Asset" "Quality and You" "How To Understand Yourself and Others" "Your Imagination - ABC's of Creative Problem Solving" "Courtesy Costs Nothing But Is Worth Everything" "Work is Happiness" "Your Attitude and You"

Children's Press Friendly Helpers Around Town, Fruit, Helpers Who Work At Night, People Who Run Your City, I Want To Be A Computor Operator, I Want To Be A Secretary, I Want To Be A Waitress, I Want To Be A Football Player, I Want To Be A Jewler, El Rancho De Muchachos, I Reached For The Sky, People Are My Profession, Speaking Out Paper, Written On Film, VIP Cars Busses Trucks, VIP Farm Earth Moving Machines, VIP Behind Scenes Medical Work, VIP Back Up Team Medical Work, VIP on Scene Medical Work, Service Station Minipac, I Want To Be a Beauty Operator Book Bag.

*Harcourt, Brace Jovanovich - Self-Expression and Conduct - The Humanities Pupil Learning Activities, self-initiated; Blue-Level I - Seeking (Perception) Red-Level II - Sharing (communication) Green-Level III - Caring (craftsmanship) Text, Manual.

Howard W. Sams and Company - "Career Development Activities" Classroom and Laboratory Experiences - Instructor's Guide, also. Become aware of career opportunities stemming from study of school subjects. Develop respect and appreciation for all manner of work roles in a productive society. Develop wholesome attitudes toward self and the world of work.

*Simon and Schuster, Inc. "The Man Who Made Fine Tops" A story about why people do different kinds of work. "Shiver, Gobble and Snore" A story about why people need laws. "The Thief-Catcher" A story about why people pay taxes. "The Fisherman Who needed A Knife" A story about why people use money.

Rand, McNally Co. "Voices" - Anthology of poems and pictures Bk. 1, Bk. 2 Modern and contemporary poetry dominate. An attempt to recognize the rhythms and idioms of the present time and place. Offered to the eyes and ears of today. Pictures in text included as experiences in their own right.

WORK ETHIC ACTIVITIES FOR FOURTH GRADE

Nellie Galliher
Craneville School
Dalton, Mass.

For most elementary students, the classroom is their "world of work." To the extent that we are able, within that environment, to foster positive attitudes about self, pride in accomplishment, and satisfying attitudes about work, we will be helping to develop children who will be better equipped to make the choices necessary for them to function as satisfied, productive members of society when they enter the adult "world of work."

It is on this premise that the following unit has been developed. It is vital to the success of this unit that the classroom environment be one in which each student is considered as an individual - one in which his academic program has been designed so that he can meet with success at each step and one in which he feels secure and comfortable so that he is free to express his honest attitudes.

This unit has been developed in three sections:

I. Self awareness.
   A. What makes me me?
   B. How do I feel about myself?
II. Discovering how I work best.
   A. How do I learn?
   B. How can I help others learn?
   C. Putting it all together - The real me.
III. There's a job in my future.

Activities for Self Awareness Unit

What Makes Me Me?

Activity 1.
Motivation - a bulletin board was designed using the following chart as the focal point. Around the chart, we arranged the names of all the children in the classroom.

Procedure - as a group, we untangled the letters on the chart and wrote the decoded message, using correct punctuation, on the board. Then we read the entire message and discussed the fact that each of us is a unique individual. We talked about ways in which we were different from anyone else and the results of this discussion were the basis for follow up activities.

Y
OU
AREA
TALENTE
DGENEROUSLO
VABLEUNIQUECOURA
GEOUSWONDERFULEXTRASPE
cialexcitingbrilliantfabulousam
azingcreepyhahafooledyoumarveloussens
ationalsuperfantasticspectaculardynamitekid

Chart from Arrow Book Club Dynamite Magazine

Activity 2.
Motivation - teacher prepared art forms such as mobiles, collages, or Me boxes (an ecology box type of construction). Each of these forms contained pictures, mementoes, etc. that pertained to the person who had made it. We included sections on our families, pets, hobbies, places we had visited, etc.

Procedure - I will describe how this activity was carried out in our classroom which is a team teaching situation in fourth grade. We have two teachers and a student teacher so that we were able to make all of the three art forms mentioned above. In a regular self-contained classroom, the teacher might wish to concentrate on only one of the types of constructions but the procedure would be the same.

At the beginning of the school year, we told our students that we wanted them to get to know us as people and that we wanted to get to know them in the same way. Using our own construction, each of us introduced the members of our family to the class. Then, we asked each child to write a little about his or her family. We did the same for the other sections, covering our pets, hobbies, etc. Each time that we introduced something about ourselves, we asked the children to write a little about the same thing as it pertained to them if it did. Then, if there was something else that they would like us to know about themselves, they were asked to add that.

At the end of this period, we discussed the art forms we had used and asked the children to think which of these forms they would like to make. (They were encouraged to use other art forms if they chose but none in our class chose to do so. The children were asked to bring in any necessary materials from home so that they could make their own constructions on the following day.

It took two full class periods of an hour a day to complete the constructions. The children used magazine cut outs, photographs, drawings, mementoes, or any materials that they chose. At the conclusion of the work periods, the completed projects were hung from the ceiling or mounted on the wall as close as possible to the person who had made it.

Although this was a three day project, it was most worthwhile in terms of the learnings that went on. (From the standpoint of the teacher, it was an invaluable experience as we were able to observe individual attitudes, behaviors, modes of expression, work habits, etc. in addition to learning much about each child by reading his written comments.)

For the children, it was a very enjoyable experience. It was fun to make their own mobile, collage, or Me box and even more fun to have their finished construction nearby for them and their classmates to admire. They learned a lot about themselves and each other through this activity.

Ideas taken from:

Instructor Magazine	Aug.-Sept. 1972
Learning Magazine	Aug.-Sept. 1974
Teacher Magazine	Sept. 1974

Activity 3.
Motivation - a teacher prepared picture
Materials - drawing paper and various colors of poster paint
Procedure - We talked about the fact that one of the most individual things about a person is his fingerprint. It is so unique that it is used as a means of identification in hospitals, by police, etc. Then each person in the group made his own personal fingerprint painting. Using a color or colors of his choice, each child dipped his finger in the rather thick poster paint. (The paint should not be dripping or the print will be smudged.) Then the fingerprint was applied to the drawing paper. Each artist made as many of his own prints as he desired. Then, using crayon, pencil, other colors of paint applied with a brush, or any other art materials at their disposal, details were added to the prints to make interesting pictures. The completed pictures were displayed so that everyone could appreciate the individuality of the fingerprints as well as the creativity of the artist.

The children loved this activity and they really did begin to show an appreciation of their own individuality.

Idea from A HANDBOOK OF ARTS AND CRAFTS by Wankleman, Wigg, and Wigg, Wm. C. Brown Co.

Activity 4.
Motivation - Some of the children had read a story in our reading series. The title of the story was "What is Your Name?" In discussing some of the elements of the story; where names come from, why we have last names, what names mean, etc. We concluded that our name is another thing that is unique with almost each of us. We talked about the fact that there might be someone else somewhere who has our exact name - surname, given name, and even the same middle name. But he probably wouldn't have the same nickname, too. Such an exact duplication of the exact complete name would be relatively rare. This discussion provided the motivation for the following activity taken from the same art book as activity 3.

PAPER SCRIPT DESIGN

Supplies - scissors, paste, paper, crayon

Procedure - 1. Fold the paper in half.
2. Write your name (first, middle, or last) in script with a crayon along creased edge. The crayon is used to insure enough thickness of line to permit the cutting of letters on both sides.
3. Cut on both sides of the crayoned line making sure each letter is held together by the fold.
4. Paste the cut out letters on contrasting colored paper. Additional paper cut in various shapes, may be added to develop a suggested idea.

(A word containing a letter which extends below the line such as f,g,j,p,q,y must be written above the fold so that only the extension of that letter touches the fold.)

Activity 5.
Motivation - Teacher prepared tape or a record or tape of a person or people whose voice would be known to most of the children in the class. (I made a tape using voices from television programs which children in the class would be apt to have watched).

Procedure - As children listen to the tape, how many voices can they identify? We discussed the fact that, although we can change our voices when we wish to - to show excitement, disappointment, boredom, etc. or to mimic someone else, and although our voices will change somewhat as we grow older, nevertheless our voice is another of the things that is individual with each of us. In fact, it is so unique that we are often able to recognize a person by just hearing his or her voice. We talked about people like Rich Little who make their living by imitating others.

After our discussion, we played the following game: The children sat at their desks with their heads down so that they could not see what was happening. One person was chosen to walk softly around the room, choosing another person to be the voice by tapping that person lightly. The voice would then walk softly to a designated spot in the room and say something very exaggerated like, "I have green hair and can fly." He is to use his regular voice. The other children try to guess who the speaker is from the sound of his voice. The one who guesses correctly gets to choose the next "voice." (Game idea from SELF EXPRESSION AND CONDUCT - THE HUMANITIES Harcourt, Brace Jovanovich) Other activities that we used to point out uniqueness of voice were taping the voices of the children in the classroom so that they had a chance to hear themselves and having the children study the voice of a famous person or a classmate and then try to imitate it so that the rest of the class could guess the identity of the person.

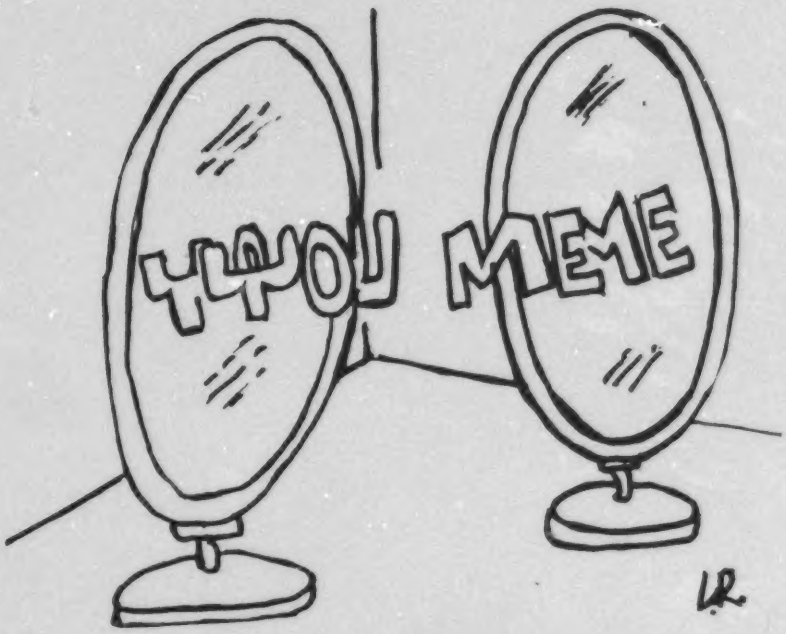
Activity 6.
Motivation - a drawing or replica of a large mirror named THE ME MIRROR. The Mirror should be so constructed that the front can be lifted to reveal a picture inside.

Procedure - We showed the ME MIRROR and said that if we looked in a regular mirror, we would see the way that we looked on the outside, but if we look in the ME MIRROR, we will be able to see a little of the way we look inside. "In my mirror I can see some of the things that make me ME." We then lifted up the mirror's cover to show the picture, and explained the reasons for the different pictures. For example, "I see a picture of a cat. I think that I am like a cat because I am curious about things. I am sometimes like a sunny day because I like to look on the bright side of things. But I sometimes lose my patience and my temper and so I see storm clouds. I see a bee because I always seem to be busy and I think I am most like the numeral 8 because sometimes I go around in circles."

After a discussion of our ME MIRROR, the children were given the following ME MIRROR sheets and they each made their own.

Evaluation - For some of the children, this was a difficult activity to begin. They were reluctant to let themselves go and just imagine. But with a little help to start, we succeeded in getting some interesting responses. All of the children profited from looking at themselves in a different way.

(Idea for this activity from a creative writing book "MAKING IT STRANGE" Harper and Row)



Let's look into the "You Mirror"!

Your name: _____

1. What kind of person do you think you are? Why?

2. What kind of person do your friends think you are? Why?

3. What animal or insect is like you? Why? _____

4. What fruit is like you? why? _____

5. What number acts like you? Why?

6. What weather is like you? Why?

7. What flower is like you? Why?

Finished? Great! Now take your animal or insect, your fruit, your number, your weather and your flower - put them all together in a picture and see how you look when you peek in the "YOU MIRROR!"

Activities for Self Awareness Unit

How Do I Feel About Myself?

THE WAY I LOOK

Activity 1.

Motivation - One of our reading groups had been reading about Hans Christian Anderson and we had been discussing some of his stories. The Ugly Duckling was the starting point for this activity.

Procedure - After a discussion of the story the children were asked, "If you could be magically changed into the perfect looking person, how would you look? Would you have long or short hair? What color would it be? What color eyes would you have? Would you be short or tall? Just exactly how would you look?"

The answer to these questions was to be written (or drawn, if a child preferred to make a sketch) on paper, but the papers were not signed because we wanted the children to give honest answers without fear of being laughed at. The papers were collected and the results tabulated for a subsequent activity.

A fun art activity that went hand in hand with the preceeding one and which was very successful in our fourth grade was the making of montages. Each child was given a large piece of drawing paper and several magazines. Each was asked to find a picture of the kind of hair he or she considered most perfect. This was to be cut out and pasted on the drawing paper. The same procedure was followed in the selection and mounting of "perfect eyes, shaped face, nose, freckles, glasses, etc. Each child selected all the things that he or she considered to be perfect and put them all together to make his own perfect montage. These completed projects were displayed around the room and we discussed the fact that in some cases the features that had been considered to be so desirable, were less so when combined with other features. Interestingly, many of the montages took on the appearance of the creator, indicating a healthy satisfaction with self.

Activity 1. -- follow up activities

As a follow up to the previous activity in which children had written their descriptions of the perfect looking person, they were asked to answer a questionnaire composed of questions based on their descriptions. Our questionnaire consisted of 13 questions but the number and type would depend on the response to the previous activity and would vary with each group.

Procedure - The children were asked to number a paper from 1 - 13. (No names were to be put on these papers.) As each question was read, they were to answer YES if they fit the description and NO if they did not. The questions asked were:

1. Are you tall, medium, or short? (Answer YES if you are any of these, NO if you are not.)
2. Is your hair black, brown, blond, or red?
3. Is your hair curly or straight?
4. Is your hair usually clean, neat, or shiny?
5. Are your eyes blue, brown, black, or green?
6. Do you either wear glassess or not wear glasses?
7. Do you have light skin or tan skin?

By
Becky
Warren

8. Do you have freckles or not have freckles?
9. Do you usually have clean skin?
10. Are you slim or not too slim?
11. Do you usually have brushed teeth?
12. Do you usually have a nice smile?
13. Are you either right or left handed?

At the conclusion to the questions, the children were asked if they had answered YES to at least ten of the questions. If so, they must be someone's perfect person, since these were the things that others in the class had considered to be perfect.

We then discussed the fact that even though others think that we are perfect, it is important that we think so ourselves - making the most of our strong points and either developing the areas where we feel we have a weakness or learning to cope with them.

Before the papers were collected, each person was asked to list anything that still bothers him about himself. If he or she could change something about himself, what would it be. These responses served as the basis for class discussions and activities aimed at providing children with information leading to self improvement.

At the time that we were involved in this discussion, the SCHOLASTIC NEWS EXPLORER must have been looking into our classroom, because the issue of Jan. 23, 1975, carried most of the information needed to motivate and start us on our way.

The things that bothered our students most, according to their comments, were their teeth, and being too short or tall or too thin or too fat and what we can do about it - and the article "BE FIT" on page 3, along with a delightful exercise record that accompanied this issue of the EXPLORER helped us approach the idea that keeping fit can, not only deal with the thin-fat problem, but can help us to improve our posture so that we will no longer appear too tall or too short.

This same issue of SCHOLASTIC contained one more article, a very short one titled, "They Call Me Special." It mentioned the problems that handicapped children have and how these children who may be blind, deaf, crippled, etc. are trying to learn. They have to accept their particular handicap and learn to use the other senses that they have.

We then discussed the fact that a handicap doesn't necessarily have to be something such as the loss of one of our senses. It can be just thinking that our freckles are ugly or that we are the tallest one in the class or that our hair isn't just exactly like that of our best friend. Very often, we can turn our handicap into an asset if we change the way we look at it.

As a culminating activity, we read, discussed, and then acted out the little play which was also contained in this issue of SCHOLASTIC. Entitled BODY TALK and written by Lynn Thomas, it was intended to be performed by cardboard players, in a stick puppet type of performance. We chose to act it as a regular play with 5 children taking the parts of Lulu, Sally, Miguel, Ginger, and Tom. All the rest of the children in the class read the choral parts. The play is as follows:

BODY TALK

Chorus: (chant the opening words quickly making voices slide up and down) Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. Body TA-A-ALK!
Lulu: (comes on stage stamping feet and shaking): Brrrr. It's so cold Rrrr. My fingers are like icicles. Just look at them. (to audience) Did you ever see such long fingers? My fingers are so long, I can't find golves to fit them.
Chorus: But they're good for playing the piano.
Lulu (brightens up) Right!
Sally (enters; speaks sweetly) : I've got to get new clothes. Why (she giggles) I'm growing "plump" out of my old ones. Everyone in my family is a bit chubby. (Now her voice sounds unhappy) but I'm the only one with freckles.
Chorus (chants): Freckle-e-e-es. Freckle-leckle leckle-e-e-es.
Lulu (sings) : cute little spots on cheeks and nose.
Sally: And in the sun, even more grow.
Chorus: Freckle-e-es. Freckle-leckle leckle-e-es.
Miguel (enters running, points at Sally) : You think you have trouble with clothes! You should go shopping with me and my Pappy. One thing it's not is (He snaps his fingers) snappy. All the pants are way too long. Mama has to sew them up up up to where they belong.
Sally (to audience): Do any of you have trouble with clothes?
Chorus: Raise hands! Raise hands! Raise those hands high!
Ginger enters walking all bent over.
Chorus (sternly) : That's poor posture, Ginger. Straighten up.
Lulu: Straighten up, Ginger.
Sally: Straighten up tall.
Ginger: You all sound like my father. (She mimics his deep voice) Straighten up Ginger. You look like a corkscrew. Put a book on your head, Ginger. (Ginger straightens her back). I'd rather look like a corkscrew than the Empire State Building!
Lulu (teasingly): Or that new tallest-in-the-world building in Chicago?
Ginger: Who asked you?
(Lulu and Ginger glare at each other. Miguel steps in between.)
Miguel: Girls. Now, girls!
Chorus: But, Ginger, you could be a fashion model.
Lulu (belts out): A fashion model-l-l-l.
Chorus: Or maybe a basketball star.
Sally (squeaks) : A basketball star!
Miguel (looks at Ginger) : You should be happy the way you are.
Ginger (now very straight) : Maybe, but it's not just my height, it's my hair.
Sally: What's wrong with it?
Ginger: It's so stringy.
Sally: It's better than mine. I hate my red curls.
Lulu: Shame on you two. Be proud of your heads.
Chorus: After all they're the only ones you've got.
(Tom jogs on stage. He keeps on jogging.)
Lulu: Keeping fit, Tom?
Tom: You bet!
Chorus (chants): Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. (pause) Body TA-A-A-ALK!..... We're all so different.
All characters (looking around at each other) : Yes, that's true.
Chorus: And we're all the same.
All characters: What? No-o-o! You're kidding. Explain.
Chorus: Breathe in. Everyone, breathe in ... Next, breathe out ... See, you all breathe air. Now, what do you eat? (Characters answer) And what do you do at night?...
All characters: That's right. All people need air to breathe, healthful food to eat and enough sleep for their bodies.
Tom: and exercise!

The whole cast jogs around chanting: Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. Body. Body.

Performers face audience, stretch out their arms and chant:
BODY TA-A-A-ALK.

HOW DO YOU PACKAGE YOURSELF?

Motivation - a poster from LEARNING MAGAZINE Oct. 1974. The poster shows a person sectioned off into many parts. Each part is wearing a different kind of clothing - for example, a cowboy boot on one leg, boxing glove on one hand, policeman's badge, football shoulder pad on one shoulder, cut off jeans, business suit, stethascope, fireman's hat, top hat, ski cap, clown's make up, swim flippers, baseball shin guard, hunting jacket, etc.

Procedure - This would make a good activity for a center. Display the poster with the following information (Printed on the poster).

You already know that many things come in packages. But did you ever stop to think that you and all the people around you also come in packages?

There are all kinds of people packages: sports uniforms, Halloween costumes, jewelry, beads, dress up outfits, work clothes, bathing suits. Each different people package helps us in one of the following ways:

1. It can tell you who or what we are. An example is a policeman's badge.
2. It can protect us from some danger. A leather glove keeps our hand from freezing.
3. It can help you do a job. Sneakers make it possible for a basketball player to run fast and stop quickly.
4. It can decorate us.. The studs on a cowboy jacket attract attention.

This information might be followed by several activities such as:

1. There are more than 15 people packages on this poster. How many can you find. For each one, tell what kind of job it does.
2. Can one person make use of all these packages? Write a short story about a person who had to use each of these packages in daily life.
3. What kinds of people packages do you find in school? Why are the packages used?
4. Think about the way you and your friends package themselves. Why can't you tell a person by looking at his or her packaging?
5. Have you ever been fooled by a people package? Tell us about it.
6. Make a poster of yourself that shows the different ways you package yourself.

THE WAY I FEEL

Activity 1.

Motivation - The first chapter is our language book (NEW DIRECTIONS IN ENGLISH) deals with our feelings. After a discussion of the material presented on the first page, we used the following activity.

Procedure - Using the overhead projector or chalkboard, present the following verse to the group.

Look in a mirror.
What do you see?
Can this _____ person
Really be me?

Ask for ideas as to what the missing word might be. Then say, "Sometimes you may feel like a beautiful person. Sometimes you may feel like a funny looking person. A mirror tells how you look on the outside. But, even when you feel sad, you can smile. You can fool any mirror."

Sometimes you can tell how an animal feels by the way it moves. If a dog barks at you but wags his tail at the same time, what are its true feelings? Sometimes your mother may yell at you but she probably gives you hugs too. How do you know her true feelings? Do you know anyone who says nice things but acts mean and cruel or vice-versa? Which tells more about a person, what he says or what he does?"

(The idea for the above discussion taken from SELF EXPRESSION AND CONDUCT THE HUMANITIES Harcourt, Brace Jovanovich)

Activity 1. follow up activities

Following the preceeding discussion, we viewed the enclosed transparency titled BODY LANGUAGE AT SCHOOL and talked about the ways that our own body language gives away our true feelings.

For some good movement activities to follow this discussion, consult the book VERSES AND MOVEMENT,MUSIC WITH CHILDREN written by Grace Nash, Cat. No. K-921, Kitching Educational Division of Ludwig Industries. We used the following selections with great success:

MIRROR, MIRROR
MIRROR, MIRROR ON THE WALL
COPYCAT
SHOW BY YOUR WALK
HOW WOULD YOU WALK?

Activity 2.

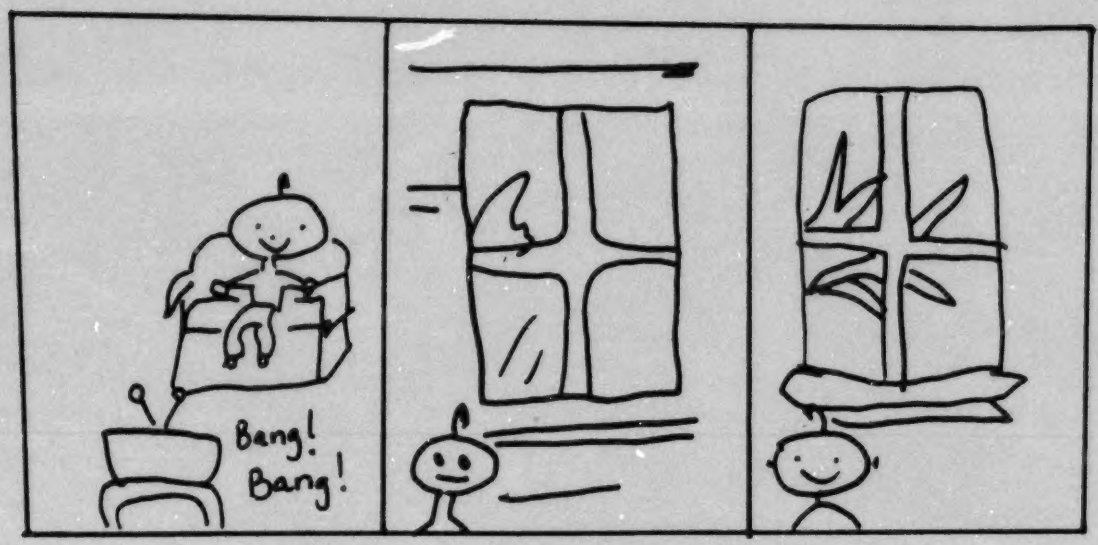
Following a discussion of pages 4-6 in our language book, NEW DIRECTIONS IN ENGLISH, which dealt with our feelings and our reactions, we used the following activities:

1. A written exercise to be completed by each child. Here is a chance to record his own feelings. This was followed by a group discussion of the material presented and the different viewpoints. (See next page.)
2. We used pantomime to show feelings. Individuals or groups of children decided what feelings they wanted to show and what caused their feelings to change. Then they acted out what happened. All actions, including the setting, had to be pantomimed. The rest of the class had to guess what was taking place. This was a very successful activity particularly since we had had the opportunity to have two professional mimes perform for us.
3. Using the Charles Schultz model as an inspiration, we made books in the same format as HAPPINESS IS A WARM PUPPY. We listed as many different feelings as we could think of and the children came up with their own similes and metaphors.

Exercise for Activity 2.

In each of the following series of pictures, pretend that you are the person pictured. Tell how your feelings change.

You are all alone in your house at night. You hear a noise outside the window. You realize that the noise is being made by a tree branch rubbing against the window.



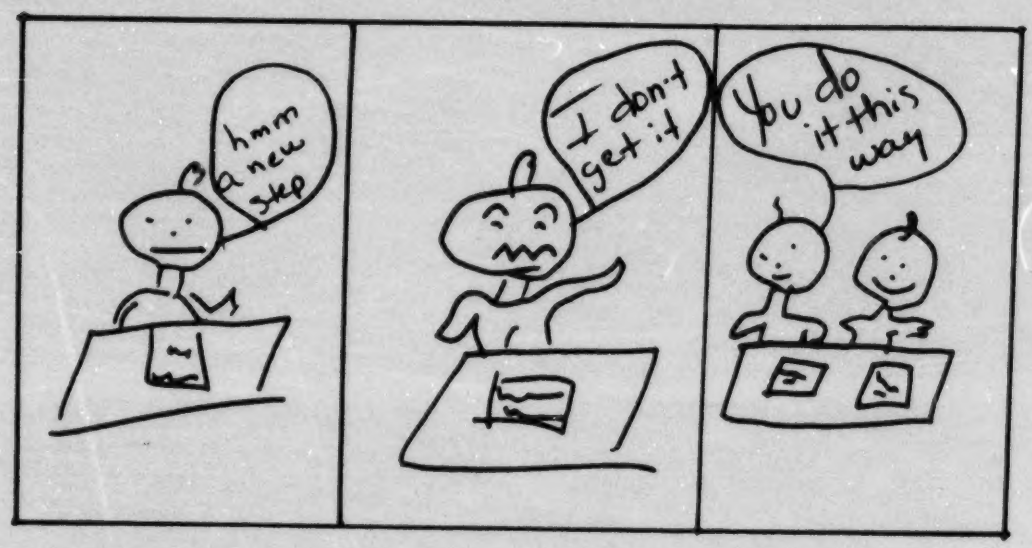
How do you feel in the first picture?_____

How do you feel in the last picture?_____

What made your feelings change?_____

_____

You are trying to learn a new step in math. You don't understand what to do and everyone else is getting ahead of you. A friend comes along and helps you.



How do you feel in the second picture?_____

How do you feel in the last picture?_____

What made your feelings change?_____

_____

Think back to yesterday. How many different feelings do you think you had? Write down as many as you can remember and tell what made them.

Idea from SELF EXPRESSION AND CONDUCT green book - Harcourt Brace Jovanovich

The activities from the Mini Page of THE BERKSHIRE SAMPLER, April 27,1975 make a good taking off point for group discussions or for an activity center.

Activities for Discovering How I Work Best Unit

HOW DO I LEARN?

Activity 1.
Motivation - several pictures of babies playing, crawling, etc.

Procedure - We looked at and discussed the things that each baby was doing, concluding that babies learn by exploring the things around them. Then we began to talk about the ways that fourth graders learn. As we talked, we listed on the board, the things that we talked about. We decided that we too learn some things the way babies do - by exploration. But we have also developed other ways to learn. We have developed the ability to use our senses (some more than others and so can learn by watching television, films, filmstrips, etc. or by reading books, newspapers, and magazines. Also we come in contact with other fourth graders who may show us how to do things that we didn't know before. And we learn from our teachers, coaches, community leaders and from our parents.

Since we are each individuals, who learn in different ways, each child decided, by checking over the above ways of learning which we had listed, which way he was able to learn the most, which way he learned the next amount, etc. Then, he was given a large circle of colored paper. He cut this circle into parts like the pieces of a pie. (One piece represented the amount of things he learned on his own, another what he learned from his peers, another from watching television, reading, etc. and so on.) The size of each piece represented the amount learned in each way.

Completed pies were mounted on contrasting paper and saved for the next activity.

Idea from SELF EXPRESSION AND CONDUCT green book Harcourt, Brace, Jovanovich

We compared the learning pies made previously. Then we tackled the question "Suppose you were twenty years old. How do you think your learning pie would change?"

This lead us into a discussion of the things that we might be doing at age twenty or older. Some people might still be in school. Some might be working. Some might be married. Do we stop learning or do we change some of the ways we learn?

We concluded that people grow and change all their lives. Even as adults we still learn some things on our own through exploration and we still learn from the people around us and from people older or more experienced than ourselves. We also still learn from watching television, reading and films. But, as adults, our world has become a little larger and we have more and more chances to learn.

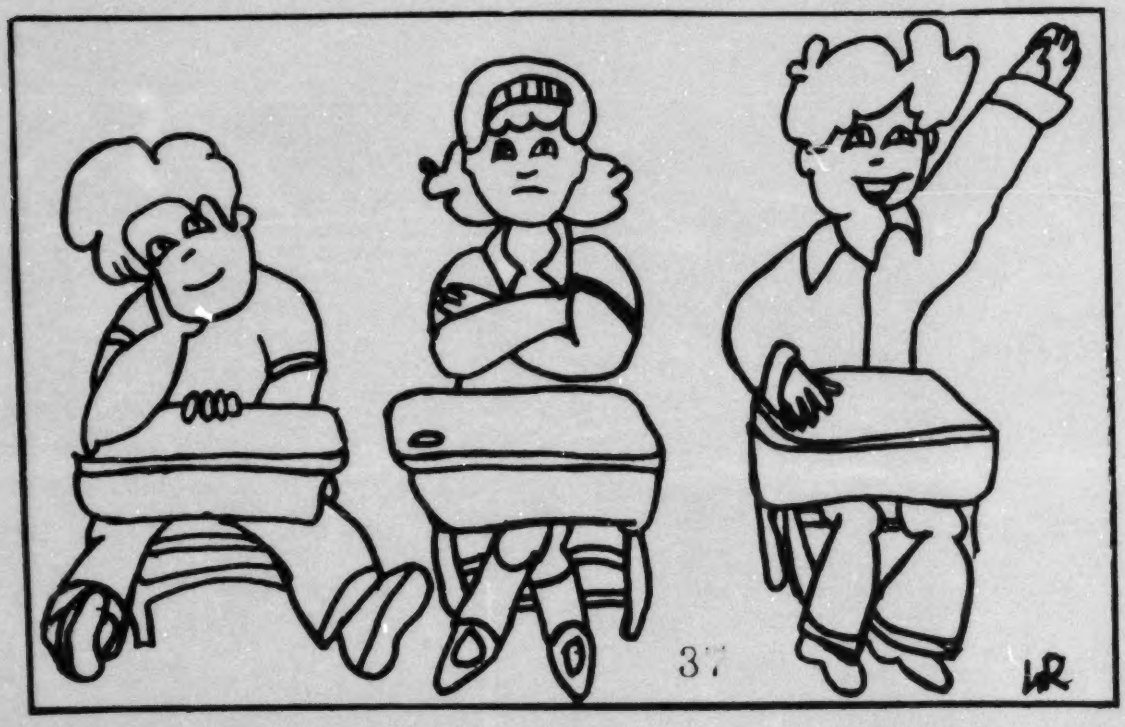
After this discussion, members of the class were asked to find and bring in pictures, stories, newspaper or magazine articles, or comments from parent and acquaintances showing different ways that adults work.

These items were displayed in the classroom and formed the basis for a latter discussion in which we observed the various learning and life styles that are possible and how these styles differ with the type of job and the type of person.

Activity 2.
Motivation - The displays of adults working at different jobs, that had been developed during the previous activity.

Procedure - After a discussion of the displays, we talked about the opportunities for different ways of learning that are available to us in our own classroom. We sometimes have group discussions, sometimes demonstration lessons by teachers or other students. We sometimes learn by reading, watching films or filmstrips or listening to records or tapes, and sometimes we learn on our own by experimenting. Since each of us is different and learns in different ways, the children were asked to think about all the methods of learning that they had used this year and to complete the questionnaire (on the next page) to try to determine which ways of learning are best for them. They were encouraged to be honest with themselves for only by doing so could they get a true picture of themselves.

These completed questionnaires were collected and saved, along with the learning pies, to be used in a later activity.



Questionnaire How Do I Learn Best?

Name_____ Date_____

Please complete the following questionnaire by underlining the answer or answers that fit YOU best.

I am most alert for learning new things:
1. early in the morning
2. At midday.
3. in the late afternoon.
4. in the evening.

B. The easiest way or ways for me to learn something is to:
1. read it.
2. hear it.
3. see it in pictures.
4. try it.
5. write it in my own words.
6. explain it to someone else.
7. draw a diagram or picture of it.

C. The kinds of learning situations that bother me most are:
1. large group sessions
2. small group sessions.
3. using learning games such as spelling bees.
4. working with a partner who chose me.
5. working with a partner the teacher chose for me.
6. working with a partner I don't know.
7. working by myself.
8. working on team projects.
9. working in a very quiet place
10. working in a very noisy place.
11. being interrupted while I'm working.
12. having to take a break in the middle of my work.
13. having to stop when I'm not finished.
14. having nothing to do while I wait for others to finish.

If you have any comments please write them in the space below or on the back.

LEARNING MAGAZINE April 1975

Activities for Discovering How I Work Best

HOW CAN I HELP OTHERS TO LEARN?

Activity 1.
Motivation - We were in the process of setting up an activity time in our classroom. We hoped to provide a period of at least one day a week during which the children could persue the activity of his or her choice. In planning for this possibility, the children each filled out the following job sheet survey:

We know that we learn many things from other people. We all teach other people too. Did you ever teach an animal to do anything? _____
If you did, tell what you taught. _____
Did you ever teach another child younger than you or the same age? _____
What did you teach? _____
Did you ever teach an adult? _____ What did you teach? _____
How did you feel when you were teaching? _____
If there is anything that you would like to teach other children in this class, write what it is. _____
If there is something you would like to learn from one of your classmates, write what it is. _____

While our hoped for activity period did not work out well as we had planned due to the pressures of the curriculum, we were able to set up centers so that some children did get to teach and some to learn from their peer teachers.

Activity 2.
Motivation - Pictures of sports heroes, humanitarians, Superman, fireman rescuing someone from a burning building, etc. anyone who might be thought of as a hero or heroine.

Procedure - We examined the pictures and discussed the fact that a hero is someone who other people admire. We each thought of someone we admire and tried to list the qualities that we admire in that person.

We also talked about the fact that we had recently learned some people learn by imitating us. We concluded that another way to help others learn would be to set a good example.

We discussed the fact that heroes usually act in ways that show what they believe in. They usually have rules that they try to live by. So we grew a motto tree. Actually, it wasn't a real tree, but one whose trunk and branches were cut from newspaper.

It was displayed on an 8 foot bulletin board in our classroom. The children brought in mottos that they had read or heard. (Salada Tea bags were great for this). We discussed each motto that was brought in, and if the majority of the children in the group thought that it was a good rule to live and work by, the motto was written on a large colored paper leaf and attached to the tree. The children were fussy about the mottos that were accepted and they were very sure that they knew what each one meant before it was accepted.

This was very effective because the rules were right there to see and act as reminders and many times we heard children justifying an action or remind another of a motto he was violating.

Activity 3.

In order to motivate the children and to try to develop a courteous, cooperative attitude on the part of all the students, we made a very large picture. (Ours was a haunted house because the activity took place at Halloween.) The picture covered our 8 feet tall bulletin board. We then cut the puzzle into large pieces to make a jigsaw puzzle. Each day that the group demonstrated courtesy, cooperativeness, and did a good job cleaning up, they earned a piece of the puzzle. It was a race to get the puzzle completed before Halloween and the children really worked at controling their own actions and that of their classmates. It wasn't easy and some days they even lost a piece. But they were really proud when the picture was complete and they knew that they had all really worked together to earn it.

The next two activities could also be used to help children to understand the very practical reasons for working courteously and cooperatively.

Activities for Discovering How I Work Best

PUTTING IT ALL TOGETHER - THE REAL ME

Activity 1.
Motivation - The father of one of the students in our classroom is an entertainer and had appeared in several small parts in motion pictures. He spent an afternoon in our classroom telling us about his work, One of the things that he brought with him was the portfolio that his agent uses to try to get him his acting roles. This portfolio inspired the following activity.

Procedure - We discussed the portfolio that we had been shown and then talked about the fact that no matter what the job, the person who applies has to know his qualifications. We then decided to make up our own individual list of qualifications.

Using the learning pies and the "How do I Learn Best" questionnaire along with all the other things we had learned about ourselves this year we put it all together. Each child made either a portfolio, a coat of arms, or made up a job wanted advertisement.

We also used ideas from BEING ME S.R.A. Focus on Self Development State three: Involvement.

THERE'S A JOB IN MY FUTURE

Activity 1.
As a group, have students list as many different kinds of jobs as they can think of. This list should be extended to include the type of work that they think people may be doing in the future.

Let children choose one or more of the kinds of jobs listed and interview people who presently or formerly held such jobs.

Questions such as the following might be used for collecting the information.

When did you decide to be what you are?
What things do you use on your job?
How long did it take you to learn your job?
What don't you like about your job?
What do you like most about your job?
Mainly what are the duties of your job?

Activity 2.
Compile the results of the previous job survey. Using these results, have the children compose want ads for those jobs that seem to be of interest to the group.

Activity 3.
Using the coats of arms, portfolios or the job advertisements compiled in earlier units, each child should be able to pick out a job or jobs that he or she feels would fit best by matching his qualifications with the want ads compiled from job survey.

COAT OF ARMS

Discuss what a coat of arms is and what it means.

Procedure -

1. Draw a shield. Divide it into parts. Put a different symbol in each part.

2. Think how you will tell about yourself.

   A. Draw a symbol for things you are good at.

   B. Draw symbols for things you'd like to be good at.

   C. Draw symbols for things you believe are important.

3. Add a motto if you would like

These Coats of arms could be made from paper, embroidered, made as a patchwork kind of activity, etc.

Idea from SELF EXPRESSION AND CONDUCT THE HUMANITIES - Harcourt, Brace, Jovanovich

In addition to the previous activities, we set up many centers in our room so that the children had a chance to experience a little of the kinds of skills needed to do certain jobs. We had centers for gardening, rug hooking, writing and illustrating books (including Newberry and Caldecott awards) to the best story and best illustrated book, sewing, carpentry, cartoon making, acting. We also used tapes, filmstrips, films, and books and magazines telling about different kinds of jobs. The Children's Press books were a recent addition to our school library and were widely used by the children.

Cindy Smith
4th grade teacher
Lee,Central School
Lee, Massachusetts

Lesson 1.
General Objectives: To create an awareness within the class of the rewards of work. To have the children compose a list of the rewards of work ought to bring.

Materials: Large graph or chart paper, markers. Examples of similar work from another lesson.

Procedure: Elicit from the children the reasons why they find work pleasant or unpleasant. Be sure to differentiate between work and recreation. Through discussion allow children to evolve a list of "rewards." Ask them to evaluate their importance and rank them in order of their importance to them. The following is a suggested list for you to keep in mind:

1. enjoyment
2. praise and recognition
3. pride in one's own work
4. financial rewards
5. time-location rewards (good hours or good location)
6. as means to some other end, i.e. doing a less enjoyable job in order to support an extremely enjoyable interest

Evaluation: Children listed finances among the least important. Number five really had to be suggested. Apparently this is something they had not considered previously.

Lesson 2.
General Objectives: To create an awareness within the class that a present enjoyable hobby or interest could become a career. To have each member of the class explore at least one personal interest to see what careers are suggested by it.

Materials: Colorful, dramatic pictures. (In this case a very exciting action photo of the U.S. Olympic riders taking jumps in competition. However, any picture of this variety would do.) Chalkboard, etc.

Procedure: Pass photo around. Ask children to tell what occupation the picture suggests. (Probable response will be only riding. Through a series of questions allow children to recognize the other jobs involved, i.e. photography, saddle maker, judge, announcer, grooms, trainer, coaches, etc. As many as possible.) Next have children cut small photos to fit slide frame from magazines. They are to choose the photo that they feel would be the most interesting job.

Lesson 3.
General Objectives: To identify what they feel would be a rewarding job. To find a small photo of that job and make a slide of it.

Materials: Listed on the sheet "How to make slides from magazine pictures."

Procedure: Also listed on ditto.

Evaluation: (Ed note. Cindy felt that one of the most valuable parts of this procedure was that the children didn't become set on finding one particular picture of a profession. Because they were not forced to commit themselves to finding one picture they were open to choosing one they had not thought of before. This strengthened the idea that this activity was for career awareness.)

Lesson 4

General Objectives: The children are to exhibit knowledge and awareness of what skills, etc., are required for their chosen job slide.

Materials: Paper, pencils, tape recorder.

Procedure: Children will write a paragraph telling about the job they have chosen using the library material for research. Tape recorded paragraphs to accompany slides. Present their slides and play the tape simultaneously.

Ed. Note: Cindy wrote that she did several other brief lessons on the Work Ethic. She used particularly the Career Awareness cards from the Duso Kit 2. (The kit was bought for the project and is available at the Pittsfield Regional Center.) The lessons she used concerned the following: employee honesty, suffering the consequences for your own actions, feelings about lack of knowledge and nervousness about a job. She felt that the lessons were interesting to the children and noted that they required the minimum of materials.

Other Work Ethic related projects that they did were painting Thanksgiving turkeys, Christmas places. They also did a thorough exploration of spinning, dyeing, and hand weaving (all of which are Cindys' speciality.) She felt that these projects fostered the idea that pride can evolve from hard work.

The children told Cindy that they learned about doing things the right way, that without work things were not fun: they learned some responsibility, how to work out difficulties, how to get help with work and how to work together. Cindy felt herself, that her class developed more independence.

HOW TO MAKE SLIDES FROM MAGAZINE PICTURES

NEEDED:

Kodak ready-mount slides mounts, magazines (clay based inks)*, scissors, clear contact paper, flat iron, pan, soap, water.

PREPARATION:

Set out magazines and scissors. Fill pan with water; add soap. Place on a table covered with papers.

TO MAKE:

Cut out pictures chosen. (Use area of large picture that will fit in frame.) Cover cut out with clear contact paper. Soak in soap and water until backing of picture floats free.**** Allow to dry and mount on "Ready Mount" per directions from manufacturer.

Show with "filmy" side toward projector light.

* TIME, McCALLS, NAT'L GEOGRAPHIC, LEARNING, and many others.

**** Rub back of slide to remove remaining paper.

Barbara Tryon
4th grade teacher
Plain School
Stockbridge, Massachusetts

Unit Title: All About Me

General Objectives: To increase Self-Awareness.

Rationale: Through a series of written and oral activities, children begin to understand themselves better, to evaluate their immediate and long range goals and to explore their interests as a possible clue to a future career.

Strategies: Design covers for folders to include materials accumulated during unit study. Use drawings or magazine cut-outs to answer such questions:

1. What I would like to be--
2. What I have the most trouble with--
3. If I could travel anywhere I would visit--
4. My favorite toys--
5. How I like to spend my leisure time--
6. Etc.

Use folders to keep stories written by children using the following suggested topics:

1. What I would like to be when I grow up--
2. List ten things you like to do. Rank first five in order of importance. Are these done with someone else, alone, cost money, take planning? From your evaluation of your activities what have you learned about yourself?
3. If I could change the world what would I do?
4. What in your life makes you feel the happiest? Saddest?
5. How important to you is it to do your best in school?
6. My three wishes are - one for myself, two for my community, three for my world?

Unit Title: Build a Society (Innovative Teaching - Learning Approach, University of Minnesota)

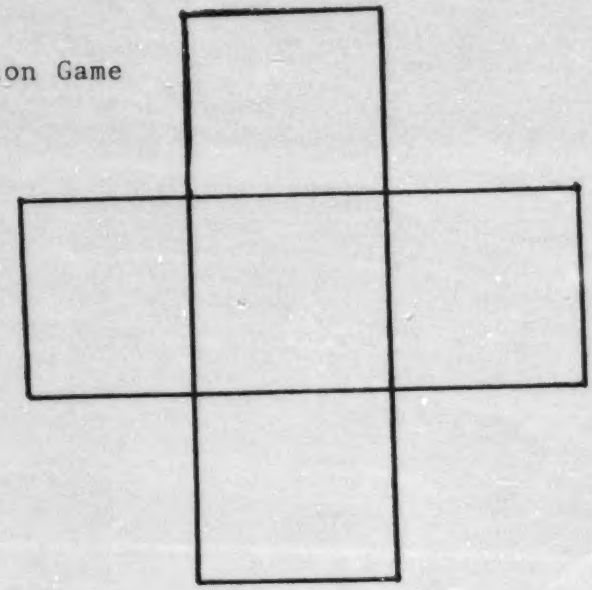
General Objectives: To aid in the formulation of the concept of man's place, needs, obligations, participation in his society. To draw a parallel in "building a society," as early man and civilizations might have done, for today's society.

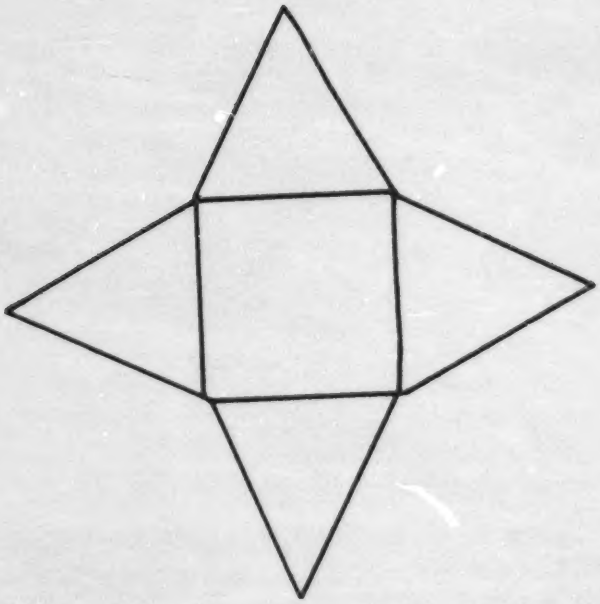
Rationale: Each individual in todays society has responsibility to provide for himself as well as the others he accepts the responsibility for. Mans' responsibility extends to the maintenance and improvements of society beyond that of his immediate family.

Strategies: Create a society that has just developed the wheel. Use the points below for your research and the building of your society.

1. Research your location to find out as much as you can about the geography, climate, plants, animals, and mineral resources of your region. Use almanacs, encyclopedias, flora and fauna maps, atlases and anything else you can get your hands on. Draw a map of your region.

Simulation Game





2. Cover the following concepts - food, clothing, shelter, tools, weapons, laws, government, education and transportation.

3. When you have finished the research and planning build your society using cardboard, milk cartons, paper, clay, tongue depressors, papier-mache, etc. You may show your society as a mural instead.

The children did this in small groups of three to six. Suggested environments for their societies were: tundra, desert, tropics, forest, and plains.

Resource material:

1. Allyn and Bacon Publishers - Man and Agriculture (the 4th grade social studies curriculum for this class)

2. Sonia Bleeker series on Indians of the Americans

3. Simon and Schuster concept series (bought for the work ethic project and available at the Regional Office)

   Shiver, Gobble and Snore, A story about why people need laws.
   The Man Who Made Fine Tops, A story about why people do different kinds of work.
   The Thief Catcher, A story about why people pay taxes.
   The Fisherman Who Needed A Knife, A story about why people use money.

Unit Title: Simulation Game - Production (Innovative Teaching-Learning Approach, University of Minnesota)

General Objectives: To make the children aware of how goods are produced in quantity in our society. To show the children how the assembly line has changed our material lives. To show the children how we must work with others to reach our goals.

Rationale: Through the process of working on an assembly line the children will more clearly understand the problems that our modern society solves and creates.

Strategies: Duplicate the following drawing in quantity. Supply scissors and scotch tape. Have each child assemble the shapes in a short period of time. Then divide the children into groups of equivalent numbers. Line the children up in the individual groups. Have their "foreman" assign each child a job in the construction of the shapes. Then within a set time period, have the "Assembly Lines" make as many shapes as possible. Compare the finished products after the time period is up. Evaluate the products from each group for quality and quantity. Discuss the problems encountered.

John Barrett
Grade 4
Johnson School
North Adams, Massachusetts

Attempting to put together a program which dealt with the "Work Ethic" was sometimes confusing. What I tried to establish from the beginning was a way to have students become familiar with as many occupations as possible. Along with this idea was to show that the world we live in is a working world.

In order to start someplace I had the children list as many reasons as possible as to why people work. The largest consensus was to make money. From this point we discussed some of the other reasons people work at certain occupations. The children started to see many reasons why people work at particular jobs. Even the so called poor jobs had their advantages,ie.: dishwasher - simple job with no pressure or big responsibilities - no decisions.

The main idea brought out of this general discussion was that people have needs and in order to obtain these needs they must work. In order to give the students a better understanding of what needs really are I played a simple game with them. The students were told to bring in some old toy or game they no longer wanted - anything for that matter. The following day the students all throught up things they would like to see another student do in order to earn a gift. They were allowed to write down anything they wanted. Each student picked a number to determine the order in which they would go. When their turn came they would draw a task from the jar. In order to get the item they selected they had to perform the task. One student had to do a song and dance number, another had to hug me. As it got towards the end and most of the good things were gone some students would not perform the task as the remaining things did not meet their needs. This little game (which they loved and have requested to do again) gave the students a good understanding of what the word "needs" really means.

The next step was the Encyclopedia Brittanica kit which gave the students an awareness of the jobs all around them that they take for granted. It was also very definitive about what work is and it doesn't mean receiving money in order for it to be called work. The kit also helped familiarize the students with many jobs they never considered as work.

After this initial introduction period the class watched the Bread and Butterflies program weekly. The children enjoyed this immensely. It gave them an awareness that happiness in doing what you do is perhaps the most important thing in choosing a job. An important aspect of some shows was that it presented women in jobs which were long considered for men only. One particular show was about a woman who had gone to work at the telephone company as a lineperson. Students picked it up quickly that she was not a lineman but a lineperson. This entire series should be highly recommended to all as it has a character all its own in showing that work cannot only be profitable but also fun. One particular show about a young boy who lived on a farm impressed the class because they saw many new things about farm life they never saw before. The most important aspect of this program was it stressed the individual not the job.

The next phase was to bring in people in various occupations, I tried to be careful in selecting an equal balance between those who needed schooling (college, etc.) and those who learned through actual experience. Among those who visited the class were a patrolman, fireman, weatherman, nurse, carpenter,

milkman, postman, principal, maid, garbage collector (owner), secretary, lawyer, Commissioner of Public Works, janitor, pilot, horse trainer, (a woman), and an artist. I asked each to talk about the importance of their job to the community and why they did what they did. The students were most interested in each guest especially the trainer, weatherman, pilot, and artist. The reason for this I would surmise is that so little is known by students about these occupations.

We took a trip to city hall where we visited each department in the city. The city clerk (a woman) impressed the students because they were unaware of the importance of her job. The tax collector and the assessor were also very good. In the health department the sanitarian showed how he protected the citizens from diseases and showed us in the lab how he tested various samples of water.

The Code enforcement officer told us about his job along with the building inspector. The Comptroller showed the class how computers play a big role in getting out paychecks to the employees every week. We went to see the mayor and they were fascinated by his job. Many thought the mayor just sat around all day and did nothing. He impressed upon them that he was in charge of everybody who worked for the City of North Adams.

With school almost out for the year I have asked the students to write about what they liked best and if they had to choose an occupation which one would they choose. The art teacher has cooperated in helping them illustrate their report with pictures. Hopefully these can be displayed next year to other classes in helping teachers.

Hopefully next year this program will develop a little better. This year went well considering everything set up was exploratory and experimental.

Alan Gigliotti
Counselor
Williamstown Public Schools
Williamstown, Massachusetts

RATIONALE: The motivation of adolescent learning disabled students often represents one of the most imposing challenges faced by their teachers. Most of these students have a history of failure in the school, and they frequently manifest resentment, anger, and "acting out." Some of these same students also have emotional disorders of varying degrees which is another problem for the teacher to cope with. In most cases these students are totally disenchanted with school and display negative attitudes toward learning.

Project Select utilizes career education as a vehicle to modify students' attitudes toward school as well as themselves.

CONCEPT: The primary goal is to provide highly motivating, intrinsically regarding experiences in career education as well as developing arithmetic and reading skills.

UNIT OBJECTIVES: The primary goal is achieved through the use of Career Understanding Pacs designed for use by sixth, seventh, and eithth graders.

Initial considerations in developing the career kits included specific criteria for the inclusion of materials and activities:

1. All printed materials should be designed to be read by students functioning at the third, fourth, or fifth grade reading level.
2. To the extent feasible, all materials should be recorded on cassette tapes in order to be accessible to students reading below the third grade level.
3. Arithmetic activities should also be developed on the third, fourth, and fifth grade levels, and should be closely related to the actual requirements of the occupations being explored.
4. Materials should provide information on the nature of an occupation and training, and should be representative of real life pursuits and manipulative activities whenever possible.
5. High priority should be given to providing game-type learning activities to make learning as satisfying to the students as possible.

Sample Lesson #1

Title: Auto Mechanic Career Pac
Rationale: High Interest Level
Objectives:
1. Developing organizational patterns
2. Developing word-attack skills
3. Providing on level reading
4. Developing listening skills
5. Developing skills in direction following
6. Developing auditory discrimination skills
7. Develop manipulative skills
8. Using arithmetic skills

*Formulated by Janet Nealy and Patricia Gorton, Brown Deer Middle School, Brown Deer, Wisconsin and presented in the December 1974 issue of The Slow Learner Workshop Journal.

TEACHING STRATEGY:

1. The student who chooses to study the auto mechanic occupation would first assemble a commercially produced puzzle of an early Cadillac and would then view a sound filmstrip about an auto mechanic or a service station worker.

2. The next activity would be to play a purchased game called "Auto Phonics" which develops word-attack skills.

3. The student would then choose a career story to read from a selection of three stories, color coded according to reading level. Each story is narrated on a cassette to facilitate the reader.

4. After reading the story, the student would complete a series of three worksheets based on the story.

5. Since knowledge of tools is important to an automechanic, a series of study prints that describe the different tools that a mechanic would use is included.

6. After students feel they are familiar with the tools pictured in the study prints, they have an opportunity to test their knowledge by playing a game called "Tool Duel" - a card game which uses small reproductions of the photographs in the study prints.

7. The student would then work a crossword puzzle, examine more study prints describing the internal workings of an automobile, search for mechanics - related words in a tracking game, and follow directions for assembling a purchased model engine. Next he would learn, via cassette description, how spark plugs work and would follow directions for gapping the spark plugs included in the kit.

8. Arithmetic skills would be used to figure out the cost of gas at various prices, or to figure out expenses involved in operating a car. Those students who perceive a need to brush up on computational skills are encouraged to utilize the programmed learning machine available to them.

9. The next activity would be to listen to a cassette called "Mystery Sounds," which requires auditory discrimination to identify common noises associated with an automobile. Then the student would assemble a model car.

10. Finally, several students would play a game called "Troubleshooter," which was designed and produced in the classroom. It involves diagnosing difficulties found in six automobiles, and also incorporates the need for knowledge of basic arithmetic facts.

Project Select was not actually tried as part of the Work Ethic Program. Due to financial problems, the Career Pacs were not ordered. However, Mrs. Green of the Pittsfield Regional Education Office, has made assurances that every effort to obtain the Pacs would be made for the academic year 1975-76. You may contact her in the fall if you wish to try the program.

Use of SRA Job Experience Kits on Individuals

Test Cases: Two fifth grade boys and one fourth grade girl.

SRA Interest Inventory administered previous to introduction of the kit to the two boys. The girl chose from the kit on the basis of her personal likes.

Both boys are low achievers who have difficulty reading. The girl is a normal achiever with a normal amount of motivation. None of the children had thought much about careers other than the fantasy stage. As a result of the inventory test and the attempts at using the kit, all seemed more aware and certainly gained some working knowledge that they had not previously experienced. In this respect the kit was valuable. One drawback was the amount of reading that had to be done before actually working with their hands. The boys had a difficult time attending to the task unless I was right alongside helping. This factor also persuaded the boys to choose the appliance box and the carpenter box neither of which they had a real strong interest in doing.

One boy who showed an interest in the art area could not cope with the designers envelope. It was way over his head. He did not care to pursue any of the other choices. His other interest area was in the field of music. There is nothing in the kit related to that field. The boy does play an instrument in the school band.

The other boy showed a fairly high interest in home oriented activities. These would include helping his father and mother, cooking, sewing, etc. He also showed an interest in manual arts although somewhat less than the home arts. Again the kit had nothing to offer in the home arts area, so the boy chose the carpenter kit. I believe he chose this kit because he saw the piece of wood and the nail. The reading and comprehension was difficult for him, thus his interest waned rapidly. Because I was there and he has the desire to please, he followed through even though he clearly knew he could choose any other occupation envelope or just quit. His judgement of the overall project was a mediocre o.k. He was not enthusiastic in the end.

The girl chose the beautician envelope. With some early guidance by me, she was able to go through the entire book in two sittings of one hour and one-half hour. She appeared to enjoy what she was doing. She did comprehend the material and said she learned several things that she hadn't known previously. She also stated that she enjoyed the overlay of hairstyles and that for about a week after using the kit, she went home and practiced on a mannequin toy model of hers. I feel the kit helped her to become more aware and knowledgable in a pressure free situation. This seems to satisfy one of the objectives of the job experience kit.

Time did not allow for any further exploration of use of the kit. My judgements therefore are based on only superficial use. More in depth use by individuals and groups would and should be a follow up. I would like to do this if I can acquire the kit again.

Some of my feelings and the children's feelings and reactions have been noted previously in this paper.

Barbara Finn
5th grade teacher
Stearns School, Pittsfield

General Objectives: To develop skills in gathering, processing and acting upon information about self in relation to the constantly changing world of work.

Strategies:

1. T.V. program, Bread and Butterflies, following the curriculum guide in career development (21 inch classroom.)
2. T.V.: Keep a log for two days of all advertising you hear or see. Which are trying to sell something to people your age? Choose five things you would be most likely to buy because of the ad.
3. Duso Kit 2: (available at the Regional Center) Puppets and idea cards, role playing with them. "I can't do anything." "Yes, You can."

General Objectives: To develop and expand understanding, awareness and respect for many lifestyles of other people and the work they do.

Strategies:

1. Movies: "If," "It's Your Tomorrow" (and about five other movies) on how people affect one another. The students did either oral or written critiques of the movies. They addressed themselves to the following questions: Did the movie mean something in your life? What did it make you feel good about or bad about? Do you have a personal experience of which you were reminded? What do you think about showing the movie to other boys and girls?
2. "What's My Line" game: pretend you're the guest with a pretend occupation. Teacher chooses the panel and gives everyone a chance.
3. In Social Studies:
   a. emphasize occupations of people in the different times and cultures in the Databank:

      American Indians)
      Vikings (
      Chinese) -- discoverers of America
      Phoenicians (
      Egyptians)

      English)
      West Africans (
      Spanish) -- ancestors of Americans
      French (

   b. Work with the childs' immediate environment: Who and what is your neighborhood? Draw a picture or map of your neighborhood. Tabulate how many people each considered to be included in his/her neighborhood, who they are in relation to child, what each sees as his neighborhood. Discussion of chart for expanding ideas.

General Objectives: To develop an acting relationship between immediate experiences and decisions to future career plans. To develop occupation information on the intermediate level.

Strategies:

1. Creative Notebooks (Language):
   Idea starters: "If I could change the world .....
   "Today is my 80th birthday .....
   "Suppose you had all day Saturday to yourself, what would you do?

2. From issues of Scholastic News Citizen: Make list of as many occupations as you can find. * the ones you find to be fun, $ the ones you think would pay the most money. Class discussion about the class results.

3. Classroom visits, resource people
   a. (Parent) Director of Employment Security talked about jobs in the area and joblessness. Class asked questions and there was a discussion.
   b. Personnel Manager, Berkshire Life. She explained her work and the kinds of people she hires and skills she looks for.
   c. (Parent) - foster parent of many children; explains this kind of service and what it means to her.

General Objective: To raise the awareness level of female students regarding career decisions and dilemma and to overcome the negative conditioning most young women have experienced before high school.

Strategies:

1. On the blackboard draw stick figures depicting various poses in different environments (digging with shovel, at desk, at mirror, driving milk truck, baking.) Make the figures as sexless as possible, i.e. give them medium length hair. Have the children give them names and tell stories about them. Then make a chart tabulating the responses as to male-female roles and occupations. Class discussion on the results. Some of the questions we discussed were: Was it because we've been so accustomed to think one way that other possibilities don't occur to us? Do you think things are changing about what men and women are doing or are expected to do?

   I tried very hard to leave all discussion open-ended, though there were times when I'm sure my own values and feelings shone through. I explained to the children that there was no right or wrong answers. That these are changing times and all our thoughts on these kinds of matters are respectable and important.

2. Have the children fill out the following questionnaire:
   1. Are you glad to be a boy or girl? Why?
   2. If you could choose your sex, which would you choose? Why?
   3. What does "friend" mean to you?
   4. Do you like your body? Elaborate.
   5. What do you want to do when you grow up?
   6. Do you want to get married? Have children? Why?

   Answers were kept in confidence but were basis to start discussion. Some typical answers that I received:

   question 1 and question 2 --
   - No, because boys get to do more things, plus they are stronger.
   - Yes, because I like long hair and the boys get into more trouble.
   - Yes, because it is better than playing football because boys always get hurt.
   - Yes, I'm glad I'm a girl because when I grow up I'd have to go the Navy or someplace where I might have to fight. Also I'm used to being a girl.
   - Yes, a boy, they're the best.
   - I'm glad I'm a girl because girls can wear boys' clothes. It would be funny if a boy wore a dress and nylons.

   question 3 --

   - Friends mean that they would not tell on you. And when you tell them a secret they don't tell, and plus it means they can't run off on you.
   - Friend is a nice word sometimes, but not all the time.
   - It means to me a good kid.

question 4 --

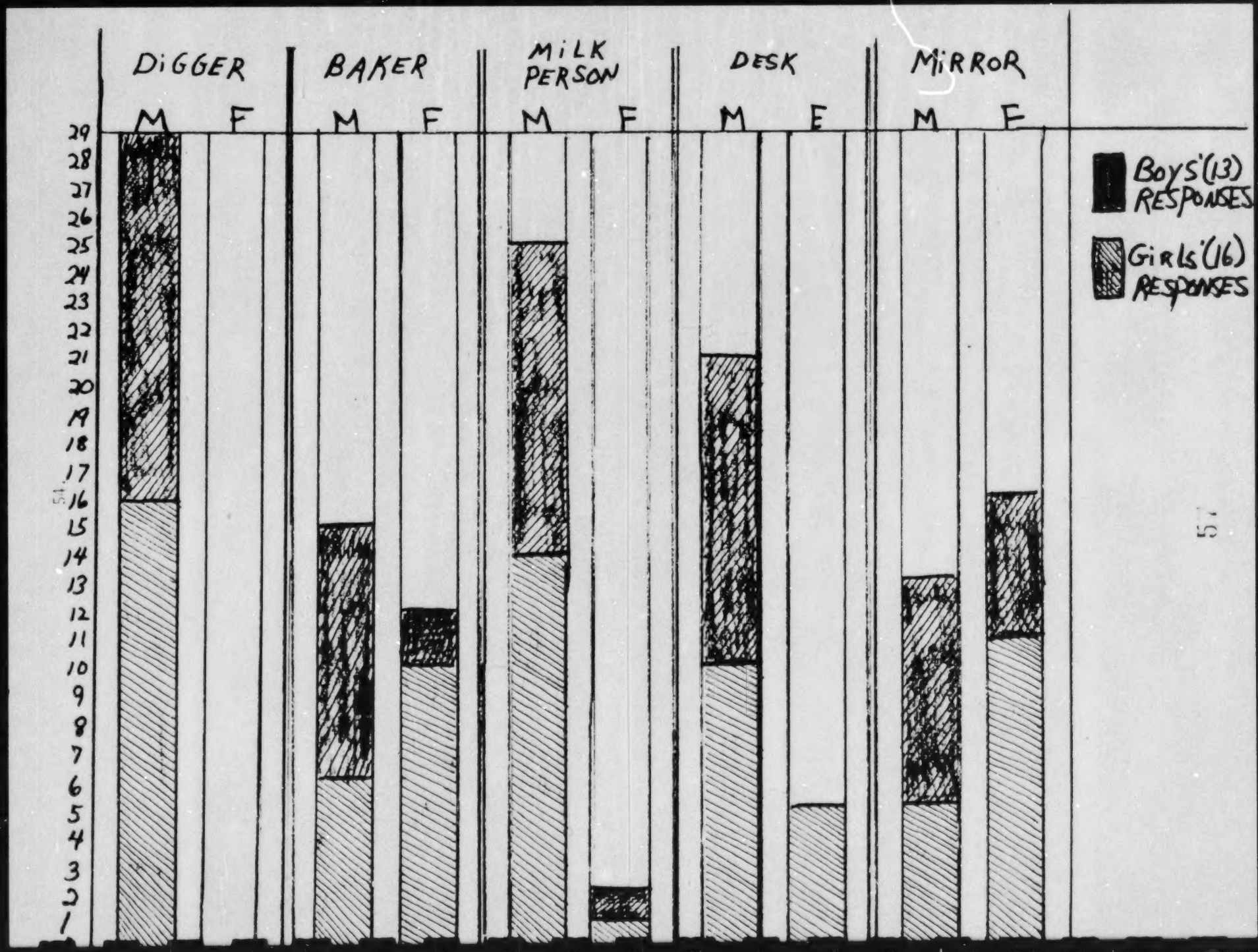
- No, because it is really ugly.
- Yes, because it is shaped good.
- No, because I hate it.

question 5 --

- I want to be a hairdresser because my father said I would be good at it and it pays good money (from an exceptionally bright girl)
- A machine worker like my Dad at Eaton's.
- I want to be an airline stewardess and a good one. That's what I want to be.

question 6 --

- I do not want to get married because I just want one boy. I will adopt him.
- No, no. I guess I'll be too busy.
- Yes (I do want to get married.) No (I don't want children) because I do not want to get in pain.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Boys'(13) RESPONSES
Girls'(16) RESPONSES
51
51

Edward Comstock
5th grade
Bryant School
Great Barrington

Unit Title: Evaluation by peer group (Duso Kit #2)

General Objective: To Create self concept conciousness, awareness of positive and negative qualities.

Strategies: Class in informal session; participation on a voluntary basis. Each student to be evaluated by his classmates on positive qualities.

The rules go as follows: All positive qualities to be mentioned but only two negative qualities to be accepted. In this manner each students' positive qualities would far outweigh his negative ones and he would be left with a healthy self-concept.

The class must be out-going and an open-type classroom to do this well. The teacher must be alert and keep the positive and negative qualities on the proper level. This will keep the level of comments from becoming trivial or petty.

Evaluation: Terrific. Entire class came out of this session with a totally new outlook of themselves. Many said that they had no idea that the class thought so well of them.

Many of the students are actively involved in trying to correct negative qualities. Kids loved the entire session.

Unit Title: Job Interviews (Duso Kit #2)

General Objectives: To improve self concept. To evaluate ones' capabilities and potentials. To research the skills necessary for particular jobs. To write a convincing, informative letter. To act out the role of someone in authority.

Strategies: Each student was to formally write a resume for a job. He was also to go through a job interview. Role playing was to be done by each job applicant. Their classmates assumed the role of the employer. Upon completion the class would critique the interview situation.

Evaluation: Most successful of all! Kids loved it and had loads of fun. Very mature outlook by all students on the type of work attitude that would be most successful. Many valuable insights obtained during this lesson on the process of getting a job and discovering what some of the positive qualities an employer would look for.

Unit Title: Keep Writing (Duso Kit #3)

General Objectives: To help the children to realize the individuality of each one of them.

Strategy: Papers were passed out and each student had five minutes to begin writing a story of his or her own creation. After five minutes the teacher would say "change papers" and each student would pass his/her paper along to the next one. The student who received the paper would read the story written so far and then continue writing. After about five minutes there would be another change, and so on until the papers were changed about six times. Then the papers would be returned to the original writer and he/she would read the story aloud to the class.

Evaluation - Fantastic. "Kids had a ball." They were amazed to see the changes in the story, especially from what they had intended. They were struck by the individuality of each person. We ended with a class discussion. The children seemed willing to accept that we all differ from one another and that individuality is acceptable.

Unit Title: The Lemonade Stand (Duso Kit #2)

General Objectives: To introduce the children to the problems of running a bussiness. To create an awareness in the children as to the planning involved in doing a good job.

Strategy: The class was split into groups of five. They were assigned the task of setting up a lemonade stand. They were to think of all the problems that they would encounter and how to surmount them. In this way they would have a better understanding of the problems of running a business.

Evaluation: Very successful. We had each group present their business to the class and illustrate how they would set it up and run it. Each group was then critiqued by their fellow classmates.

This lesson brought out the problems of running a business that the class had never thought of before. It gave them a healthy new image of the role of the businessman and his problems in conducting a business.

Unit Title: Cooperative Squares (Duso Kit #2)

General Objectives: To learn cooperation with others. To learn how to work together as a unit.

Strategy: Class split into groups of five. Each child is to have five separate, particular types of configurations. The five students working together must make five squares from these configurations. Each student must make one of his very own. They must not talk or ask for a part. They have to share each others' parts and can only use them when the other person gives them to them.

Evaluation: Successful. Many human qualities brought out such as failure to share, not being alert to others needs, etc.

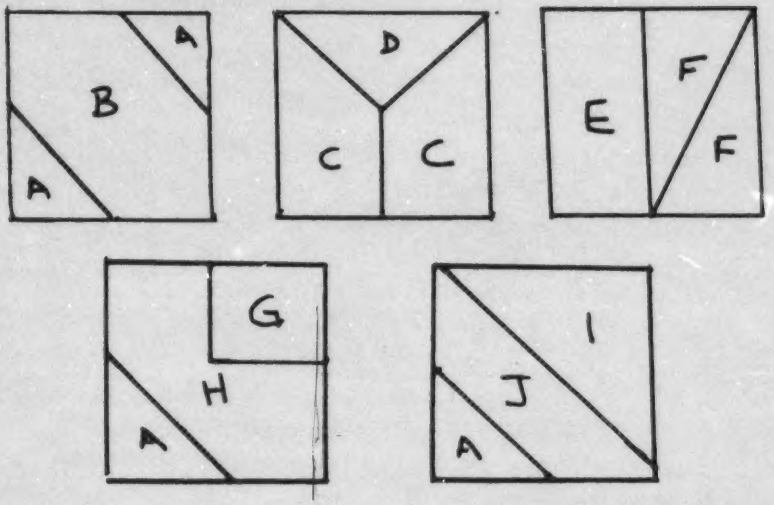
Class had a general discussion afterwards and watched other groups go through the exercise. They could see and understand the mistakes being made before them. It vividly brought home the idea of successful sharing in order to complete the goal of the group. The lesson brought out the fact that one person acting selfish and trying to do the task alone and not help the others was responsible for the failure to the entire group. (Ed. Note: Below are the pieces that can be used and the ways they fit together.)

A set of five broken tagboard squares prepared in advance by the leader for each group of five participants (See illustration.)

To prepare each set of squares: 1) Cut out five tagboard squares of equal size. 2) Following the diagrams below, draw lines so that all pieces marked A will be of the same size, all pieces marked B of the same size, etc. 3) Cut each square, as marked, into smaller pieces. 4) Place the pieces of the squares into the five envelopes as indicated below. For convenience, the set of five envelopes should be marked 1,2,3,4, and 5. Distribute the puzzle pieces in five envelopes as follows:

Envelope 1 has pieces I,H,E
Envelope 2 has pieces A,A,A,C
Envelope 3 has pieces A,J
Envelope 4 has pieces D,F
Envelope 5 has pieces G.B.F.C

Directions for Making a Set of Squares



The pieces should be marked with their appropriate envelope numbers. This makes it easy to return the pieces to the proper envelopes for subsequent use after the group has completed the task.

Unit Title: The advertisement (Duso Kit #2)

General Objective: To gain self awareness.

Strategies: Each student drew a poster of himself or herself and advertised for employment. The poster had to show personal qualities that were conclusive to getting the particular position of his or her choice.

Evaluation: Kids loved the project. Very difficult time at first getting them to open up and mention their good qualities. They feared their classmates would think they were bragging. After the barriers were broken down they jumped right into the swim of things and did a fantastic job. Many strong qualities were drawn out by each student. Also it gave each an awareness of how a particular type of person is needed to fill every type of work.

Unit Title: Willie's Worry (Duso Kit #2)

General Objectives: To help children accept lack of knowledge and lack of skill.

Strategy: A story is read aloud to the class about a boy named Willie. Willie is a new boy in school and wants to make a good impression on everyone. The teacher is going to show a movie and asks the class if someone will run the projector. Willie quickly volunteers. However, when he gets up to do it he discovers that he does not know how to run this particular projector. The question is what should he do now; admit that he doesn't know what to do, try to figure it out, etc.

Role playing is done and is followed by class discussion of the story and circumstances.

Evaluation - Fairly successful. The class felt they would be honest and tell the other students that they didn't know how to run the projector. The class agreed that it would be better to live up to ones' mistake and be respected much more for it.

Unit Title Reading a story.

General Objectives - To analyze values. To give the children a chance to read aloud.

Strategy - Class to take turns reading aloud the Simon and Schuster concept series (bought for the Work Ethic Project and available at the Regional Center).

Evaluation - Excellent. The class enjoyed the reading and the discussion after the books. The books are very concise, well written and get their message across. The main concepts were quickly grasped by the students.

Unit Title - Looking for a job (Duso Kit #2)

General Objectives - To develop self awareness; to indicate that not always the most qualified person gets the job.

Strategy - A hypothetical case was presented to the class. A person was applying for a job and was sure that he would be the one to get it. However, he did not get it, someone else does. The class role played the situation. They were asked to express their views as to the reaction of the unsuccessful job applicant and to what effect this situation could have on him.

Evaluation - Fair. Many of the students couldn't understand why the applicant didn't get the job. They felt it was unfair and couldn't believe that it would happen like that in real life. However, many of the other children could see that one can learn from ones' failures and use this as a framework to improve oneself.

Unit Title - Values and Interests Questionnaires (Career Survival Kit)

General Objectives - To develop self awareness; awareness of their individuality concerning values and interests; the way their individuality could influence many things in their life.

Strategy - Each student was given one of the following questionnaires. (Next Page).

Evaluation - Very successful. All the questionnaires were collected and the answers were tabulated. We had a rap session of each question and what the class thought about the possible answers and their meanings. We also compared one class with the other. Many adult statements and ideas were generated in this session. The kids were very enthusiastic. It was heartening to see many realistic and meaningful values reinforced. One example: the group as a whole felt that job satisfaction was much more important than the money.

MY INTERESTS

Select one of the answers to each question and place a check mark on the line opposite the answer in the column headed "My Response."

		Class 5-c	Class 5-d
1.	How would you like best to be remembered by other students when you leave school?		
	a. Good students	6	3
	b. Athletic star	3	1
	c. Popular person	2	1
	d. Leader	0	0
	e. Couldn't be pushed around	1	0
	f. Average	5	11
2.	On a Saturday morning which <u>one</u> of the following would you rather do?		
	a. Watch TV cartoons	2	1
	b. Participate in a sport	3	4
	c. Go shopping	1	0
	d. Work on a craft	3	4
	e. Read a book	2	0
	f. Go on a hike	6	7
3.	During recess how would you rather spend your time?		
	a. Alone	0	0
	b. With a friend	4	1
	c. With a group of friends	12	16
4.	How often do you have opportunities in school to discuss things that are important to you?		
	a. Many times	13	1
	b. Some of the time	2	7
	c. Seldom, if ever	0	3

5

	Class 5-c	Class 5-d
5. If you could have <u>one</u> of the following pets, which would you choose?		
a. A dog	6	6
b. A cat	2	3
c. A horse	7	8
d. A turtle	0	0
e. A bird	2	0
f. Don't want a pet	0	0
6. If you owned none of the following, but could have <u>one</u> of them as a gift, which would you choose?		
a. A bicycle	5	7
b. A portable TV	7	4
c. A record player	1	2
d. A musical instrument	4	4
7. If your parents gave you the following choices as ways to spend two weeks of your summer vacation, which <u>one</u> would you choose?		
a. Attend a camp that emphasizes outdoor activities (camping, hiking)	4	6
b. Attend a camp that emphasizes learning crafts	0	1
c. Attend a camp that emphasizes both outdoor activities and learning crafts	9	7
d. Stay at home and spend every afternoon at the community swimming pool	4	3
8. If you had $2 to use in one of the following ways, which would you choose?		
a. Put in a bank	10	10
b. Buy a pizza for yourself and friend	3	3
c. Buy a record	4	3
d. Buy comic books	0	0

		Class 5-c	Class 5-d
9.	If we could invite one of the following people to our class to meet with us, which one oould you choose?		
	a. A banker	2	0
	b. A policeman	4	3
	C. A fashion designer	0	2
	d. A leather craftsman	3	1
	e. The Mayor	0	0
	Ex convict -	5	12
10.	Which one of the following items would you like most to collect?		
	a. Rocks	1	4
	b. Butterflies	2	1
	c. Stamps	5	1
	d. Baseball cards	3	7
	e. Marbles	0	0
	f. None of these	5	5

Now record your answers on the "Tally Sheet." Do not sign your name on the form.

Tally Sheet

Circle the response you made on the inventory of interests.

1. a. b. c. d. e. f.
2. a. b. c. d. e. f.
3. a. b. c.
4. a. b. c.
5. a. b. c. d. e. f.
6. a. b. c. d.
7. a. b. c. d.
8. a. b. c. d.
9. a. b. c. d. e.
10. a. b. c. d. e. f.

VALUE AND INTERESTS

Select one of the answers to each question and place a check mark on the line opposite the answer in the column headed "My Response."

		Class 5-c	Class 5-d
1.	How would you like best to be remembered by other students when you leave school?		
	a. Good student	9	9
	b. Athletic star	3	1
	c. Popular person		
	d. Leader		
	e. Couldn't be pushed around		
	f. Average	8	9
2.	How much time do you spend daily on homework?		
	a. None	1	
	b. Less than one hour	16	16
	c. Between one and two hours	2	
	d. More than two hours		
3.	How many of your school classes do you feel are interesting and important?		
	a. Most are	9	9
	b. Some are	12	11
	c. Few or none are		0
4.	How often do you have opportunities in school to discuss things that are important to you?		
	a. Many times	17	3
	b. Some of the time	4	9
	c. Seldom, if ever		1

		Class 5-c	Class 5-d
5.	Which of the following statements best describes why you are in school?		
	a. The real reason I am in school is that I have to be. I prefer things that are not "academic."	0	2
	b. I am here primarily to graduate. I look forward to the day I can leave and do what I want to do.	9	7
	c. I am here to prepare for the next step in my education. I will probably go as far in college or other training as I am able.	10	8
6.	Imagine that a large computer could answer one of the following questions for you. Which question would you ask?		
	a. How can I make a lot of money?	1	4
	b. How can I really use my talents and skills?	6	9
	c. How can I always have enough to live on?	8	
	d. How can I really help people?	3	1
	e. How can I become well-known?	0	1
7.	Suppose this same computer could also answer one of the following questions. Which one would you ask?		
	a. How can I have more friends?		3
	b. How can I be important now?	3	3
	c. How can I get higher grades?	9	8
	d. How can I get more spending money?	5	4
	e. How can I understand myself better?	3	2
8.	How often do you think about your purpose in life, why you are here, and where you are going?		
	a. Very often	6	8
	b. Sometimes	12	10
	c. Little or none of the time	2	

		Class 5-c	Class 5-d
9.	If you had your choice, how would you change yourself?		
	a. Completely	3	3
	b. In most ways		2
	c. In some ways	9	8
	d. Not at all	8	7
10.	How definite are your plans for an occupation or career?		
	a. Very definite	11	7
	b. Vague	5	11
	c. Unknown	2	0
11.	What do you hope to do when you first leave high school?		
	a. Get a full-time job	6	4
	b. Enter military service	3	1
	c. Enter a technical or vocational school	2	2
	d. Enter a community (two year) college	4	2
	e. Enter a four-year college or university	4	7
	f. Become a housewife	1	4
	g. Travel, do other things	0	
12.	When you think about the future, how do you see it?		
	a. Full of unknown pitfalls		
	b. Vague and confusing		6
	c. Okay, as far as I know	16	8
	d. Friendly and exciting	3	6

		Class 5-c	Class 5-d
13.	When do you feel you should make serious plans for the future?		
	a. In a year or two	2	11
	b. Beginning right now	13	6
	c. Within the next few weeks or so	5	1

Now record your answers on the "Tally Sheet." Do not sign your name on the form.

1.	a.	3.	a.	6.	a.	8.	a.	11.	a.	12.	a.
	b.		b.		b.		b.		b.		b.
	c.		c.		c.		c.		c.		c.
	d.				d.				d.		d.
	e.	4.	a.		e.	9.	a.		e.		
	f.		b.				b.		f.	13.	a.
			c.	7.	a.		c.		g.		b.
2.	a.				b.		d.				c.
	b.	5.	a.		c.						
	c.		b.		d.	10.	a.				
	d.		c.		e.		b.				
							c.				

Steve Randall
John Montagna
5th and 6th grade
East School Annex
North Adams, Massachusetts

These activities were developed for use with fifth and sixth grade students, and were designed to meet our own objectives. They are to be used in an area that is economically depressed. We hope they will be of benefit to those who use them.

Activity A — Name that Job

Objective: To encourage awareness of varied occupations
Materials: 26 slips of paper, each with a different letter printed on it, and a container
Procedure: The lettered slips of paper are placed in the container. The teacher chooses a student, then picks a letter at random from the container. The student must then select an occupation that begins with that letter. If not, he is eliminated. This process is repeated until only one student is left. He is the winner.
Comments: On the whole we found that this activity did not provide enough challenge. The students could continue for an hour, using general occupations.

Activity B — Occupational Collage

Objective: To encourage awareness of varied occupations
Materials: Magazines, scissors, construction paper, paste
Procedure: Each student is asked to make a poster depicting as many occupations as he can find exhibited in one or more magazines. Each picture is numbered, and the numbers correspond to the list of job titles written on a seperate paper.
Comments: This proved to be an excellent activity that achieved total student participation. The results provided a colorful and informative wall covering.

Activity C — Occupational Role Playing

Objective: Appreciation for all types of work
Materials: None
Procedure: In these situations, each student is asked to take the part of a specific person. (ex. - a foreman who wants more work vs. the worker who is doing his best) A discussion between the two "people" is held, then the roles are reversed. With the teacher's guidance, the students will better understand the responsibilities of others.
Comments: This was a successful activity, but it was not as "active" as we had anticipated. The students were not aware of job responsibilities at this level. This would be more successful with an older group.

Activity D — Classroom Interviews

Objective: To provide information about careers

Materials: Parents, friends, community resource people

Procedure: Each person discusses his occupation with members of the class, stating his duties, motivation, etc. The students question him about his occupation, using interview forms, and specific questions that have been prepared in advance. All guests are asked the same questions. *See attached list.

Comments: This was a useful exercise in that it made students more aware of the responsibilities for each occupation. Many people were interested in volunteering.

Activity E — Can you guess how many?

Objective: To encourage awareness of different occupations and to promote an appreciation for all types of work.

Materials: Pencil, paper

Procedure: The teacher selects an object at random. Each student is then asked to carefully consider how many people are required to produce the item. With the teacher providing clues, the class analyze the number of steps to produce an object and begins to appreciate the amount of work involved.

Comments: An excellent activity. The children proved to be very creative and perceptive in this area. This was used many times.

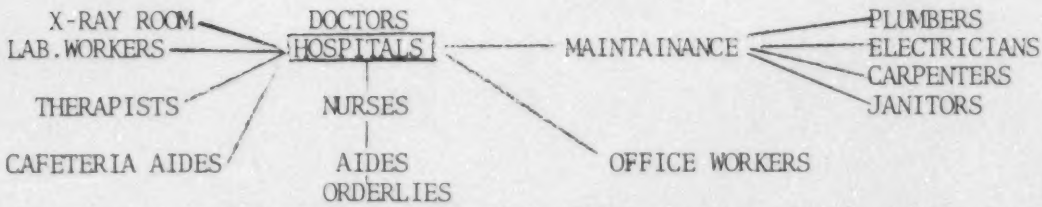
Activity F — Job Family Tree

Objective: To show interrelation of occupations and to explore career opportunities in different communities.

Materials: Pencil, paper, encyclopedia, list of job titles from employer (if possible)

Procedure: Each student will choose (with the teacher's guidance) an industry or service. Encourage the choice of small businesses to facilitate the activity. The student then writes a letter to someone in charge, requesting a list of job titles and his purpose for it. (This step is helpful but not necessary.) Then, a diagram of the industry is made, showing how one job relates to and depends upon another.

Example:



Comments: This activity proved useful in relation to the objectives, but it also proved to be a very long and difficult assignment, We suggest that the entire class work on one diagram at a time, pooling their knowledge and resources.

Activity G — Job Riddles

Objective: To encourage awareness of different occupations

Materials: None

Procedure: Have each child choose an occupation of a parent, relative or friend. The student will then make up a riddle for that occupation. A contest will be held to determine who can guess the most occupations.

Comments: We had fun with this activity, but we discovered that children chose only common occupations for the riddles. This needs more teacher input to be successful.

Activity H — Why go to school?

Objective: To develop a favorable attitude toward the significance of education.
Materials: None
Procedure: To the class: "A person who cannot read or write is said to be illerate. What problems would such a person have in finding a good job? Is there any work he could do? Let's list the types of work that require no reading or writing." The discussion begins here, and continues until the students become aware that skills learned in school are absolutely necessary for them to succeed in anything.
Comments: This was an excellent activity for about 75% of the class. The remaining students were not motivated enough to participate in the discussion. This should be part of an organized lesson so that every student will participate.

Activity I — Sacrifice

Objective: To demonstrate that it is sometimes necessary to deny present satisfaction in return for future gain, and to compare life-styles.
Materials: None
Procedure: Informal, small group discussions. These will center on the relationship between age and income for various occupations. The groups will also consider the living conditions, income, spending habits and respect of sample occupations.
Comments: This was beneficial only to students in the top group. The majority could not envision waiting for something they wanted and were able to obtain now.

Activity J — This is Your Life! #1

Objective: To provide an improved self-concept
Materials: Paper, crayons, magazine pictures, scissors
Procedure: To the students: "Years ago, people had shields designed for them to indicate their tastes and activities. You may do the same thing. Create a shield that has a picture of you, your favorite activity, and your favorite colors."
Comments: The students totally enjoyed this project. Each shield was displayed for all to see. Again, the children seemed very creative in this project.

*This Is Your Life Activities are taken from Center Stuff for Nooks, Crannies, and Corners, by Imogene Forte, Mary Ann Pangee, Robbie Tupa. Quotes are theirs.

Activity K — This Is Your Life! #2

Objective: To provide an improved self-concept
Materials: Pencil and paper
Procedure: "People are always wishing to change things. This is your chance!"
If you could change your .....
Appearace, it would be:
Family, it would be:
School, it would be:
Teacher, he would be:
Friends, they would be:
House, it would be:
Food, it would be:
Clothes, they would be:

Free time, it would be:
A rule, it would be:

Comments: This provided a good insight into how the students felt. Most were content, but we speculate this would change as they grew older and were more aware of themselves in relation to others.

Activity L This is Your Life! #3

Objectives: To provide an improved self-concept
Materials: Pencil and paper
Procedure: "An autobiography is a story written about yourself. Write your autobiography. You will want to include your family, the different places you have lived, interesting things you have done, hobbies, your likes and dislikes and anything else important to your life."
Comments: An excellent activity too. Students enjoyed this activity and looked forward to sharing their life stories with classmates.

Activity M Unemployment

Objective: To better understand the reasons for unemployment, and the new problems it creates.
Materials: Newspaper and magazine articles
Procedure: Class discussions centered around current articles. Question: Why are people unemployed? Is there a solution? How does it affect you and your family? How is education related to unemployment?
Comments: This was one of the best activities in this unit. The local newspaper provided all the material we needed. At the conclusion of the discussions, the children better understood the importance of having an education.

Activity D Interview Questions:

1. How would you describe your attitude towards your work?
2. Are you rewarded for doing a good job?
3. Would you say you are well paid?
4. How many hours do you work each day?
5. What kind of education do you have?
6. Was any special training needed for your work?
7. Do you ever have to work at night?
8. What about weekends?
9. Are you your own boss?
10. Does your work help other people?

At this point, students are free to ask their own questions. A record is kept of all responses.

Kenneth Szpila
5th grade
Adams-Cheshire RSD

Teaching math in a departmentalized system, I found little opportunity to initiate specific activities dealing with Work Ethics. During the course of everyday classes, however, many opportunities came up where I was able to develop class discussion concerning one of the many aspects of Work Ethics. This proved to be an effective method of giving the children an opportunity to express their views on work and its meaning. An awareness of Work Ethics is the first step to understanding, and developing meaningful concepts from its implications.

One activity that I was able to use with one of my classes, was to ask for volunteers to research how math comes to play in a particular job or career in which they may be interested.

WORK ETHICS PROJECT

A. Objective: Allow student to discover value and importance of what he is doing in school, specifically concerning math, and its relationship with various careers.

B. Unit Objective: Help student discover more meaning and purpose in his everyday school work.

C. Strategies: Not wanting to embarrass any student or compel anyone, I made the assignment purely voluntary. I asked that they choose a job or career which may interest them and write a report concerning what is needed to perform this job. I specifically encouraged them to research what skill or education is needed and how one attains such training. In order to share these experiences with those who didn't volunteer to research an occupation, I asked for volunteers to read their report to the class. I was available as a guide in directing students toward proper sources of information.

EVALUATION: Of 24 students, 11 completed a report, which I felt was a good response. All of them were excellently done and showed much interest in discovering facts about career education. As the reports were read to the class, the students appeared very interested, and even asked questions! All in all, I was pleased with the students' effort, and I must admit, a bit surprised with their enthusiasm. Seems much could be done in this area. Perhaps if it is not included as part of the curriculum, but rather as an activity, students would be more willing to participate.

Anthony Boyer
5th and 6th grade
Lanesborough Elementary
Lanesborough, Massachusetts

Unit Title: .Outdoor Education

General Objectives: (1) Have the children work well together and see the need for cooperation and respect for others. (2) Have the students see the importance of each individual to a group. Be independent and interdependent. (3) Work to show the importance of the group and focus attention on its role for survival. (4) Important for each individual to think and plan well (be flexible). (5) Be able to accept the word of the group leader - avoid arguments but to have discussions. (6) Have all students work in groups of at least two and up to four or five. (this is valuable for discussion). (7) Have the students work and survive as independently (group) as possible. (8) To point out there is dignity in work and a need for it; that the children will be working for their own survival. (9) Bring in resource people from the outside to give expert advice in certain areas, also to introduce them to jobs they might be interested in. (10) Each child to have a certain job which will contribute to the group.

Strategies - Preparation in the classroom for the trip; involved would be two trips, one trip of five days to Cape Cod and another trip of four days to the Hawley State Forest. The first trip scheduled was for three nights and four days, a survival jaunt into the woods of Hawley State Forest. The children were divided into three groups (ability was an important factor). The students with the greatest ability were part of group 1 because they would be hiking up to ten miles with much of the terrain being very steep. Groups 2 and 3 were hiking less of a distance, although group 2 did manage one of the steeper hills.

Group 1 worked much more independently than did the other groups. The teachers in group 1 let these students do much of their own thing in regards to survival. They made their own shelters (some had tents), cooked their own food and lived in little settlements away from the others. (All this had been carefully planned before the trip. The children were given lessons in building shelters, cooking, packing their packs, etc, for the extensive periods in the classroom). Groups 2 and 3 were less independent and the students were more structured in survival concepts. (These children had also gone through extensive preparations.)

The second trip was to Cape Cod where the students camped out for four nights. They were involved in a study of oceanography and a comparative study of the Berkshire Hills and Cape Cod. Trips to salt marshes, various trails for hiking, sand dunes, beaches,etc. were involved.

Of primary concern was to have all of the students work well together. I was concerned with cooperation on their parts and wanted them to work well together. Although we had run trips to Hawley and Cape Cod before, we had never done one on survival. This seemed an ideal time to begin a project involving aspects of work.

We have stressed these points before, particularly the importance of interdependence, and not only in nature. We had stressed that these could be much danger in working alone when one or more others could be an asset and in many cases a necessity.

Our class work involved many discussions, much of which was based on portions of the book Interests and Choices (one in a Benefic Press series). Also we had a State Wildlife Management person come to talk to the students about the wilderness, hiking, fitness, wildlife and many other important areas to be taken into account for survival. We also had a program on conservation put on by a number of personnel from the Department of Natural Resources.

At Cape Cod we visited the National Museum. The park rangers were very helpful in giving the children insight into their work.

Evaluation - Both trips were immensely successful and much credit must go to a change in student attitudes. There was much interdependent work done. The students were always willing to help others and there was a distinct lack of selfishness.

I noticed that in the past students tended to get on one anothers' nerves after a few days together, but it was missing on these trips. Apparently the students could see value in their group work. They worked well together and went out of their way to help others even when it involved walking almost a mile to bring back drinking water.

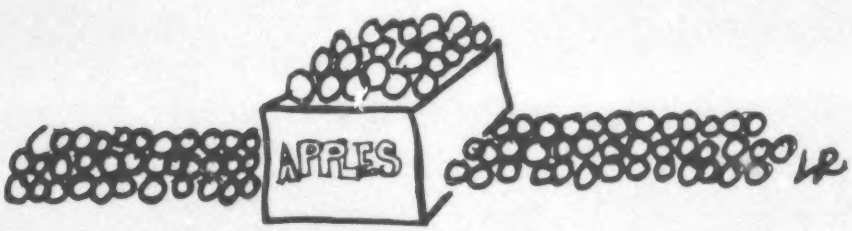
Obviously much that did happen might be contributed simply to the make-up of the students themselves. However, it seems apparent that at least some of the credit must go to the work we did in regards to the "Work Ethic." (Because of time problems not as much was done as I had originally intended.)

Next year I plan on expanding the program to include much more discussion and role playing. The Benefic Press series seems to contain much useful material that I hope to cover next year. I also plan on using ideas brought in by the resource consultant such as "The Lemonade Stand," "Things You Do Best," "Cooperative Squares" and others. All in all it was rewarding and expansion of this program is a definite must.

It is important to note that not all aspects of the trips were positive. We did have a couple of people who were not suited for such a venture, both physically and mentally. Some of the girls formed strong cliques which were somewhat detrimental. The girls also tended to be messier. This upset the boys and the girls were persuaded to clean-up their area.

Two people had a difficult time with the hike itself. However, it is important to note that the other students made no comments about this, and in fact were very willing to help the troubled hikers.

I am looking forward to expanding this program (especially as concerns the work ethic) for next year. Hopefully a similar or better result will be the end product.



Patti Rotti
6th grade
Stearns School
Pittsfield, Massachusetts

Ed. Note: Patti used all of the following except the (3) It's Easy to be Liked sheets. These sheets we talked about briefly; both of us feeling that kids should be encouraged to discuss and perhaps disagree with some of the statements made.

Unit Title - Cooperation - Getting Along

General Objectives - To give children actual cooperation experiences in an organized setting. To have them realize their feelings in helping situations. To give them suggestions for school behavior that might help them get off to a good start next year in junior high.

Strategies - See following sheets.

Evaluation - Give Self Awareness Guide and Good Points forms at beginning and end of year. See if talking and working together helped class grow. Best evaluation is teacher's observation of children.

Nickel Auction — from a speaker at summer school -- U Mass

3 players -- 1 auctioneer 2 bidders
highest bid -- 4¢
Each bidder takes turns starting the bid. Auctioneer sells nickel to highest bidder. Bidders start with 20¢ each. Auctioneer sells 8 nickels. After the auction answer the following questions.

1. How many nickels does each bidder have and what is the total paid by each bidder?
2. Describe how the game was played.
3. How might cooperation help in this game?

I Like you, Jane, because ....

We accept volunteers to go up to the front of the room. Then we go around the room to each person and they complete the sentence about the person up front. If one can't think of anything to say he may "Pass." After everyone who wants to has done this we talk about how we felt being up there, saying why we liked someone, or passing.

Sharing Squares

In the envelope are the pieces to five 4" squares. Your group leader will pass out the pieces one by one in a clockwise direction. When all the pieces are distributed you may begin. You are to try to build a square with the pieces you have. If you can't, look at the squares your neighbors are building, Do you have a piece that will help anyone? If so, give it to them. You may not take a piece from someone, they may give it to you when they realize that you need it. No one may talk. Your referee does not play the game. He/She is there to see that you follow the no talking-no taking rules. The first group to have all five of their squares built is the winner. It isn't as important to win as it is to complete all the squares.

When your group is finished each individual should answer these questions.

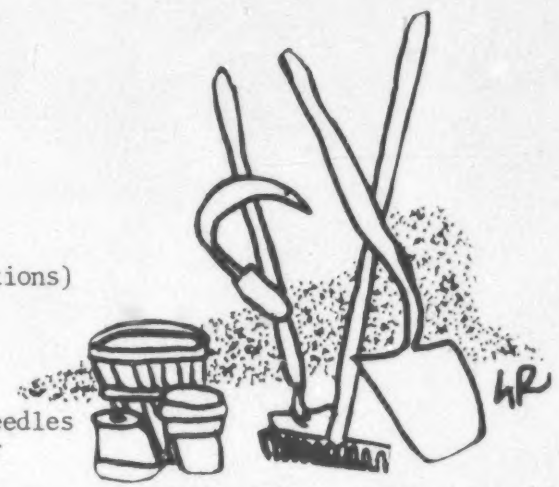
1. Draw a picture of your squares.
2. Did you receive any pieces? How many? From whom?
3. Did you give any pieces? How many? To whom?
4. Can you remember how you felt during this game? List feelings that you had.
5. Did it teach you anything that you might want to remember?
6. If yes to #5, what? If no to number 5 why not?

Lost on the Moon

Your spaceship has just crash-landed on the moon. You were scheduled to rendezvous with a mother ship 200 miles away on the lighted surface of the moon, but the rough landing has ruined your ship, and destroyed all the equipment on board, except for the fifteen items listed below.

Your crew's survival depends on reaching the mother ship, so you must choose the most critical items available for the 200-mile trip. Your task is to arrange the 15 items in terms of their importance for survival. Place number one by the most important item, number two by the second most important, and so on through number 15, the least important.

_____ Box of matches
_____ Food concentrate
_____ Fifty feet of nylon rope
_____ Parachute silk
_____ Solar-powered portable heating unit
_____ Two .45-caliber pistols
_____ One case of dehydrated milk
_____ Two 100 pound tanks of oxygen
_____ Stellar map (of the moon's constellations)
_____ Self-inflating life raft
_____ Magnetic compass
_____ Five gallons of water
_____ Signal flares
_____ First-aid kit containing injection needles
_____ Solar-powered FM receiver-transmitter



You and four to seven other persons should take this test individually, without knowing each other's answers, then take the test as a group. Share your individual solutions and reach a consensus--one rank for each of the fifteen items that best satisfies all group members. Consensus is difficult to reach, so not every ranking will meet with everyone's complete approval.

from Psychology Today

Lost on the Moon	Answers	
BOX OF MATCHES	no oxygen on moon	15
FOOD CONSENTRATE	efficient means of supplying energy requirements	4
50' NYLON ROPE	useful in scaling cliffs -- tying injured together	6
PARACHUTE SILK	protection from sun' s rays	8
SOLAR-POWERED PORT. HEATER	not needed unless on dark side	13

Lost on the Moon	Answers	
TWO .45 CALIBER PISTOLS	possible means of self-propulsion	11
ONE CASE PET MILK	bulkier duplication of food concentrate	12
2 1001b. TANKS OXYGEN	most pressing need	1
STELLAR MAP	primary means of navigation	3
LIFE RAFT	CO^2 bottle may be used for propulsion	9
COMPASS	magnetic field on moon is not polarized; worthless for navigation	14
WATER	replacement for tremendous liquid loss on lighted side	2
SIGNAL FLARES	distress signs when mother ship is sighted	10
FIRST AID KIT	needles for vitamines, medicines, etc. will fit special aperture in NASA space suits	7
FM REC-TRANS	for communication with mother ship; FM requires line of sight transmission and short ranges.	5

SCORING----------

Error points are the absolute difference between your rank and NASA's. Disregard plus or minus signs. Compute an individual score then score your group.

Scoring for individuals:

0-25 excellent
26-32 good
33-45 average
46-55 fair
56-70 poor
71-112 very poor

Discussion -- group scores usually come closer to correct than individual -- "What does this tell us about group work?"

Good Student Check List

1. Get to class on time.
2. Show your teacher you want to learn.
3. Take part in class discussions.
4. Try to understand what the teacher is saying.
5. Ask questions if you don't understand something.
6. Try to be interested in every subject.
7. Don't misbehave in class.
8. Don't laugh at someone who acts up in class.
9. Write down homework assignments.
10. Do homework assignments carefully.
11. Hand in homework papers that are clean and neat.

Being liked usually works two ways. If you like people, they will like you. If you show your teacher you like him/her, he will like you, too.

We talked about how these might help them make a good first impression and throughout the year in junior high.

From It's Easy to be Liked Anne McGravie, Finnely Company.

Are You Likable

Most people have to work at being liked. Very few people are born with personalities that make everyone like them. Personality shows the way a person thinks and feels. His actions and habits are parts of his personality. Why does being liked take a lot of work? The reason is before people can like you, you have to show people you like them.

How do you show people you like them? You do them small favors. You do little things to help them.

In each example given, write how you might show that person you like him or her and want to be friendly.

1. Jane is sitting in the lunchroom looking sad. She has forgotten her lunch. She doesn't have money to buy lunch. How could you show Jane you like her and want to help?
2. Mark is walking ahead of you to school. He is carrying some books, his lunch bag, and a big box. How could you show Mark you like him?
3. Ken has to hurry home from school. He is waiting for the bus. He is holding the fare in his hand. A dime falls out of his hand and rolls away. He doesn't have another dime. You have only your own bus fare. How could you help Ken? Sometimes you have to put yourself out for a friend. You have to think of him before you think of yourself.

Your Manners

Manners are the ways a person conducts himself when he is with other people.

In using good manners, a person shows the people he knows that he likes them. He shows strangers he is a nice person. Examples of good manners are:

- holding a door open for someone
- listening while someone else talks
- apologizing when wrong
- using "please," "thank you," and "excuse me."
- complimenting someone honestly

Bad manners are shown when someone is rude or inconsiderate. Examples of bad manners are:

- shouting when angry
- interrupting someone
- slamming doors
- making fun of someone
- making too much noise.

Self Awareness Guide

You need to consider your own unique personality. Please read the following statements and circle "Yes" or "No"

1.	Am I the type of person who completes work tasks on time?	Yes	No
2.	Do I enjoy working with others?	Yes	No
3.	Do I enjoy working with ideas more than people?	Yes	No
4.	Do I enjoy working with tools more than with people?	Yes	No
5.	Do I prefer working outdoors?	Yes	No
6.	Do I enjoy making speeches before groups?	Yes	No

7. Do I prefer to work alone on school assigned tasks? Yes No
8. Do I resent being corrected if my work is poorly done? Yes No
9. Do I cooperate with others when working on group projects? Yes No
10. Am I the type of person who can follow teacher instructions? Yes No
11. What would you like the teacher to help you with in terms of self-understanding?

_____

12. What are your strengths or weaknesses? _____
13. What would you like to improve about yourself? _____

What are Your Good Points

Try to think of five. To help you think of them, read the list that follows. Put an X beside each sentence that applies to you. For example, if you have a sense of humor, put an X on the first line. Think about every description. Mark only the ones you can count as your good points.

1. _____ I have a sense of humor.
2. _____ I like to be with people.
3. _____ When a friend has a problem, I listen.
4. _____ I have a nice smile.
5. _____ I can keep a secret.
6. _____ I always try to be on time.
7. _____ I try to get along well with my family.
8. _____ I can discuss things and not get angry.
9. _____ I dress neatly.
10. _____ I try to treat everyone fairly.
11. _____ I try to get the most out of school.
12. _____ I can laugh at myself when I do something silly.
13. _____ I try not to think about my problems too much.
14. _____ I share things with my friends.
15. _____ I don't talk about people behind their backs.

Now go back and look at the descriptions you marked with X's. You probably have more good points than you thought you had. These qualities should show your worth as a person. They also show why people like you.

Look at line three. When people have problems, they want to talk about them. When you listen, you prove you are a good friend.

Number twelve is important, too. Sometimes people laugh at others, but they can't laugh at themselves.

Jerry can't laugh at himself. He was in a hurry to school one morning. The streets were icy. Suddenly, a man in front of him fell on the ice. Jerry began to laugh. The man got up, brushed the ice off of himself, and walked away. Jerry was still laughing. Then Jerry's feet slipped from under him and he went down with a thud. Jerry didn't hurt himself, but he felt very silly. He didn't laugh. He looked around quickly to see if anyone was looking at him. Then he hurried off, frowning.

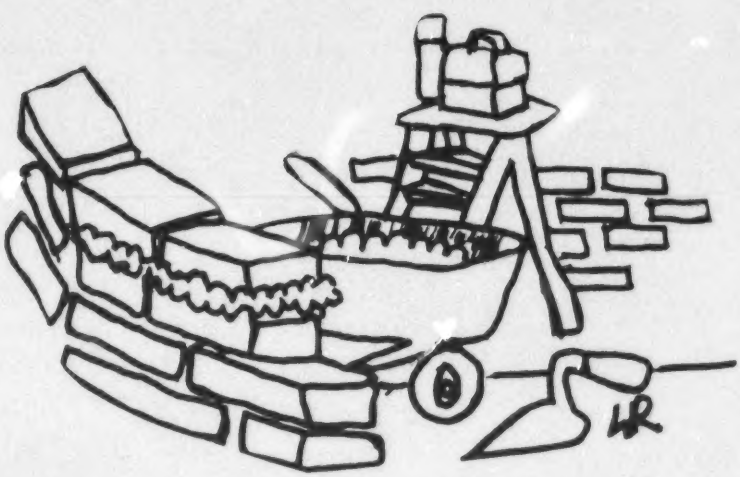
Tom can laugh at himself. One day he was hurrying in the hallway in school. He turned a corner just in time to see Mary racing toward him. "Hey, look out!" Tom yelled, but too late! Mary crashed into him sending the books Tom was carrying all over the hallway. "I'm sorry," Mary said as she helped Tom pick up his books. "That's O.K.," said Tom with a grin. "We were both going over the speed limit!"

People would rather know and be with the kind of person who can laugh at himself. He can make life more pleasant for everyone around him.

Did you check number five on the list of good points? People like someone they can trust. There are times when a friend wants to tell you something in secret. If he does, you must be sure not to tell anyone. It may be a small secret, something so small it doesn't seem important to you, but it is important to your friend. That fact is what matters.

Why is it important to like yourself? One reason is that it adds to your happiness. There is another reason, too. If you like yourself you have self-confidence. Having confidence in yourself is one way to be liked.

If there are a few things on the list that you didn't put the X's beside, you can work at them. For example, if you sometimes talk about people behind their backs, try not to do it anymore. If you don't smile much, try to smile often. People can like you even more than they do now if you acquire as many good points as you can. You will like yourself better, too.



A Value Clarification Approach to Career Education and the Work Ethic as Conducted in the Sixth Grade

Anne E. Comeau
Dalton Middle School

Objectives:

1. Choose Values
2. Develop self-insight
3. Develop interpersonal skills
   a. cooperation
   b. interdependence
   c. dependability

Activity One

A list of values was mimeographed and given to each student. They did not have to sign their name. Instructions were as follows:

"Below is a list of ten values arranged in alphabetical order. Arrange them in order of their importance to YOU as guiding principles in YOUR life."

_____ Good imagination (creative)
_____ Hard-working (ambitious)
_____ Helpful (working for the welfare of others)
_____ Honest (truthful)
_____ Independence (self-reliant)
_____ Loyal (sticking by friends)
_____ Obedient (dutiful and respectful)
_____ Polite (courteous, well-mannered)
_____ Skillful (capable)
_____ Smart (intellectual)

This list was given twice during the year. It could be given a third time if desired. The list was tabulated to see value priorities of the whole class. Class discussions of values worked into occupational priorities.

Activity Two

The following interview questions were mimeographed and given to each student. The instructions were to answer the questions honestly or they could choose to pass them by.

1. Do you like your name?
2. Would you change it if you could?
3. What name would you choose if you could?
4. Do you like school?
5. Do you think you'll go to college?
6. What kind of work do you want to do when you grow up?
7. Who decides how you should wear your hair?
8. Who decides what clothes you should wear?
9. How do you think it would feel to be a Student Council member?
10. Do you think all work is important?
11. Why did you answer number ten in the way you did?

A list of different questions could be given at a later time. Other questionnaires might incorporate questions on honesty, dependability, group behaviors, etc. Other questions used were as follows:

Honesty:

1. Do you feel that you do your best work all the time?
2. How important is it to you to do your best in school?
3. How important is it to your parents that you do well?
4. Is comparing homework cheating?
5. Is looking on a friend's test paper cheating?
6. What would you do if you saw a friend cheat?
7. What would you do if you found some money in the street?
8. Do you know any kids who shoplift?
9. What would you say if the kids said to you, "It's easy to shoplift and the store will never miss it."?

Dependability:

1. Do you come promptly when you are called?
2. What do you do around the house for chores?
3. Do you feel that you do your best on your chores?
4. Is it more important to do a job quickly or do it well?
5. Name one person you admire?
6. What is there about this person that makes you admire him or her?
7. Do you like to be the leader?
8. What makes a good leader?
9. Which workers make your life better?
10. What could you do to make someone else's life better?

Group Behavior?

1. Do you think you'd make a good teacher?
2. If you were a teacher, would you be strict?
3. Would you join the Army?
4. Are you happy you are a boy? (a girl?)
5. What do your friends say when you tell them you got a good mark on a test?
6. Would you rather spend a free afternoon alone with your family or your friends?
7. What do you do on school vacations?
8. What do you do on your parents' vacation from work?
9. If you could have one wish granted, what wish would you make?

This type of activity gives the student an awareness of differences that may exist in the class and, therefore, the world outside.

Activity Three

A series of posters were used, one at a time, leading to class discussions of the topics.

Poster One

Understanding Yourself and Others

Why Bother?

1. No two people are alike
2. Each person is unique

Everyone Shares Basic Purposes
1. To survive
2. To be wanted

Experiences can change you
1. Your actions
2. Your purposes
3. Your world

Poster Two
Courtesy Costs Nothing

What is courtesy?
1. Consideration for others
2. Good manners
3. How you look at others
4. How you talk to others
5. What you say to others
6. Being "other minded"
7. Golden Rule in practice

Poster Three
Work Habits
1. Do you use your time effectively?
2. Is your work done neatly?
3. Is your work done on time?
4. Do you take pride in your work?
5. Does your work reflect a true image of YOU?

Poster Four
A Declaration of Inter-Dependence
People depend on you as you depend on others. "I'll do my part the best I can--everyday--as I hope others will do for me."

Poster Five
Time - Your Greatest Asset
What you do with it is up to you!
1. Set priorities
2. Set deadlines
3. Act Now
4. Learn to Listen
5. Concentrate
6. Plan Ahead
7. Organize
8. Self-discipline

Poster Six
Quality rating
How would you rate yourself?

_____	Excellent	_____	All the time
_____	Good	_____	Most of the time
_____	Fair	_____	Occasionally
_____	Poor	_____	Rarely
_____	Failure	_____	Never

Are proud of the work you do? Yes_____ No_____
Are you proud of yourself? Yes_____ No_____

Activity Four - Follow-Up Exercise

These questionnaires and posters were followed up by asking students to write a sentence beginning with the following:

I learned that I _____.
I discovered that I _____.
I was pleased that I _____.
I was displeased that I _____.

This activity reinforces the students' growth and development.

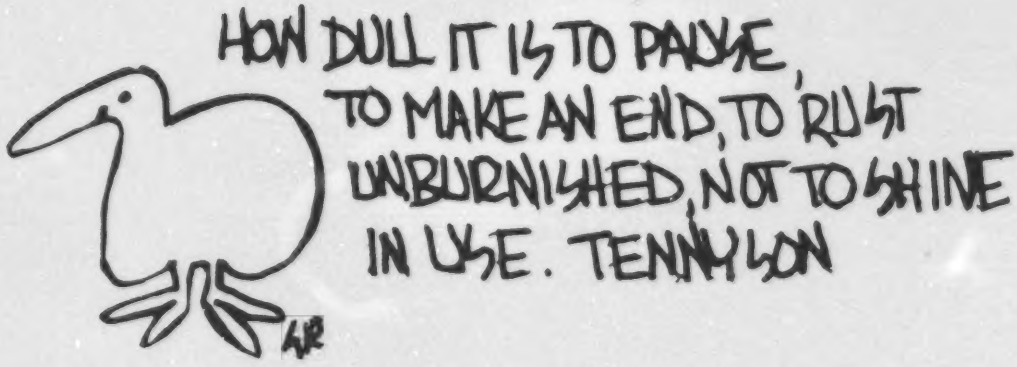
Evaluation

These activities were carried on at the sixth grade level. The first questionnaire was thought to be a game but succeeding ones found the classes receptive to them and little self-consciousness was evident. They appeared to enjoy doing these activities and there was a general interest in them and in hearing what others had written on them.

The posters, also, proved to be a springboard to discussions on work at any time and any place outside the classroom.

The follow-up exercises allowed the student to take a realistic view of himself and his growth.

Ed. Note:
Nancy covered a lot of ground. She felt that generally there was not a significant change in attitude in the children. (Perhaps this was due in part to the short period of time in which the exercises took place). The children had some trouble with the posters - at first they were anxious to "please" the teacher with the "right(?)" answer. After a while constructive discussion arose. Nancy and I talked about the possibility of using the poster in the future without (1) (2) filled in and having the children contribute these ideas.



Joseph C. Mancivalano
6th grade
Lenox Elementary School
Lenox, Massachusetts

General Objective: To introduce to students the wide variety of jobs available, and the skills necessary to perform such occupations. Also, to emphasize the worth of all types of jobs.

General Strategy: The class period was made to resemble a work world situation. Students were given an individual job sheet with the activities or jobs listed on them. Some activities were performed individually, while others required the cooperation of others. Each day students were required to "punch in and out" by checking off their name on a large chart made to resemble a time clock. They then proceeded to work on the activities for the time allotted, keeping track of the work they accomplished.

ACTIVITIES:

Career Awareness Tree --

Objective: To encourage students to think about a career or job they might like to pursue; and, to give them the opportunity to briefly research this job.
Strategy: A tree was made out of the wood roll from a window shade and some dowels. Each student is given a branch. The student then finds a picture to represent his job and pastes it onto a leaf cutout. Also, on the cutout he places his name, the name of the job, and a few sentences about the job. Finally, the student ties the leaf to his tree branch. A brief discussion follows concerning the reasons why such jobs were chosen, and the skills necessary to perform at that job.
Materials: wood, shade roll; dowels (25); Christmas tree stand; construction paper; paste; string; magazines; crayons; scissors

Occupational Collages --

Objective: To make students aware of the great variety of careers available, as well as the variety of jobs available to both men and women within one, specific career. Also, this activity promotes the idea of cooperation as students are made to work with each other on this activity.

Strategy: Students were given the choices of three types of collages to work on. One was made on a large section of the bulletin board. This collage required the work of three students, and centered around the theme of occupations in general. A second type of collage was made on smaller movable bulletin boards. These collages required the work of two students and centered around the theme of jobs within a profession or occupation. The third type of collage was made on large cardboard sheets. These also required the work of two students, and centered around a single job. Students cut out pictures of all sizes regarding their theme and arranged them in an artisiic, attractive manner.

A Day on the Job --

Objective: To introduce job experiences, and to explore various career possibilities.
Strategy: Students choose a job from the SRA Career Awareness Kit. They then read the materials provided in the kit. If so motivated, students can also explore other sources to find out more about the job. They then write a story entitled "A Day on the Job" based on what they have read. Also, students should perform problem-solving situations that are presented in the kit. Students may do more than one if they so desire.

Mobiles --

Objective: Another means by which students can explore a career or job.
Strategy: Students choose a theme for their mobile centered around a certain occupation. They then cut out pictures that represent the theme and paste them onto colored construction paper. These pictures are then fastened to a coat hanger to form a free moving mobile.
Materials: coat hangers; magazines; paste; construction paper; scissors; string

Occupational Chairs (Game) -- developed by Gordon Height, Lenox Elementary School

Objective: To reinforce knowledge of occupations, and to enable each player to associate an occupation with its specific concerns.
Players: 20 - 25
Rules: Each student is given a nametag (occupation) which he or she puts on his or her desk in plain view. A student is selected to pick out a situation card from the game deck. Each card will state a problem in which one occupation would be helpful. The student must go to the correct desk. If correct, the student sits in that chair and the deposed student becomes the next player. If incorrect, he must go to a penalty section called the land of the lost. They can only leave if they can correct another player's mistake. The object is not to end up in the penalty area at the end of the time.
Time Limit: A 60-second limit is placed on each student. If time runs out he or she must go to the penalty area.

Occupational Charades - conducted by Gordon Height, Lenox Elementary School

Strategy: The class is divided into teams of between 3-5 players. Occupations are written on index cards and placed on a desk. Each selects an order for players to act out one of the occupations on the cards. The team is given 60 seconds to name the occupation. The winning team is the team with the most occupations guessed.

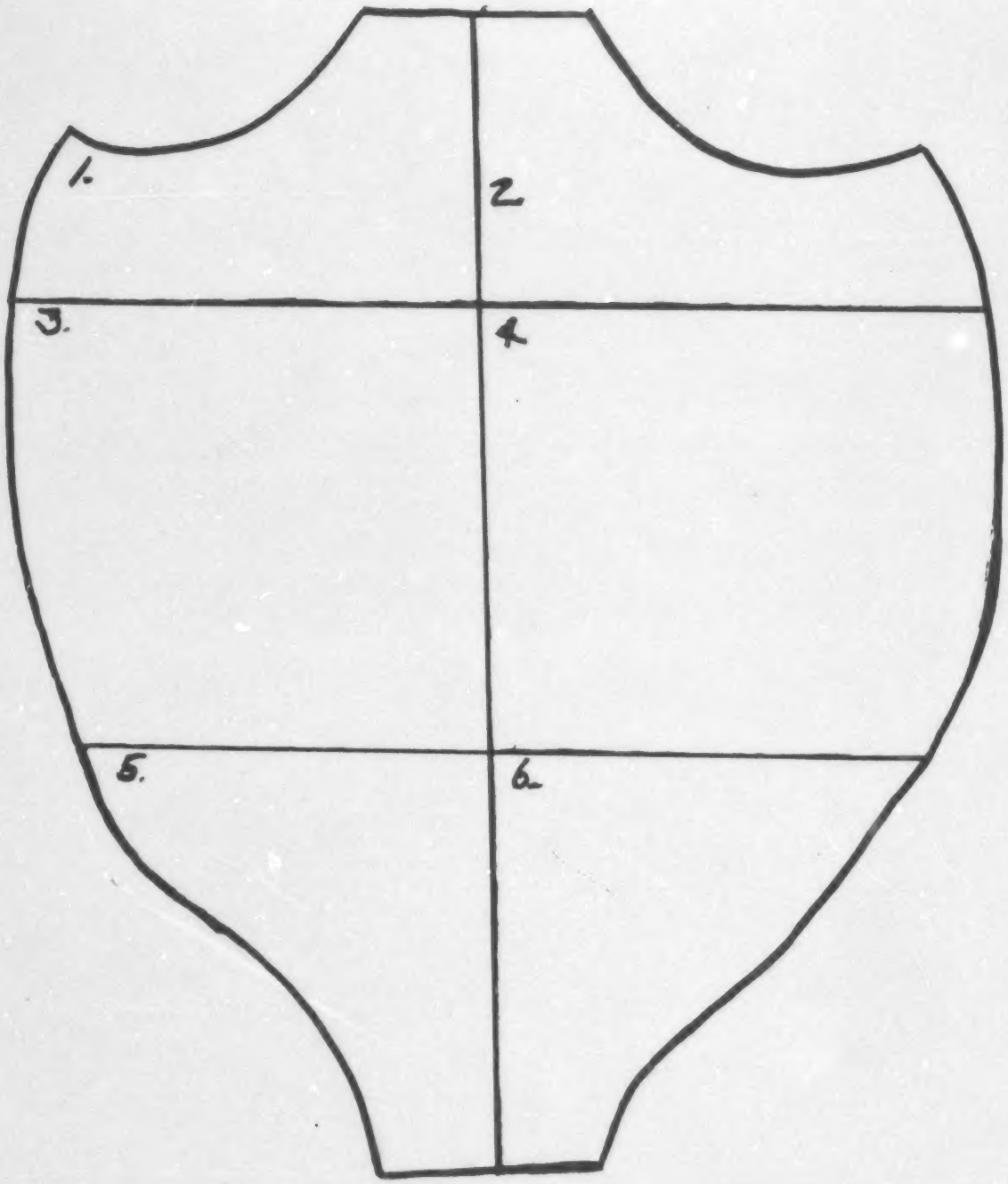
Occupational Coat of Arms --

Objective: A culminating activity whereby students have an opportunity to select occupations they were attracted to from doing the other activities.
Strategy: Students are given a copy of a shield divided into six sections. In Sections 1,3,5 they list their three job choices according to preference. In Sections 2,4,6 they paste a picture which represents that job. A discussion follows to talk about their choices.
Materials: coat of arms; magazines; paste; scissors

Outside Speakers --

Objective: To give students firsthand information about various occupations or careers.
Strategy: Arrange for members of the community to come and speak to students about their jobs. If possible have the speaker bring in the tools of his trade to show. Allow time for students to ask questions.

JOB	MATERIALS	DIRECTIONS
CAREER AWARENESS TREE 7.	CONSTRUCTION PAPER, MAGAZINES, STRING, GLUE, CRAYONS	CUT OUT THE FORM OF A LEAF. FIND A SMALL PICTURE OF A JOB IN WHICH YOU ARE INTERESTED. PASTE ON THE LEAF AND WRITE YOUR NAME, THE OCCUPATION AND SOMETHING ABOUT THE JOB. THEN TIE IT TO YOUR BRANCH ON THE TREE.
COLLAGE A. LG. BULLETIN BOARD B. SM. BULLETIN BOARD C. CARDBOARD 2.	MAGAZINES, PASTE, SCISSORS, STAPLER, MARKERS, CRAYONS	CHECK THE TYPE OF COLLAGE YOU WORKED ON. LG. BULLETIN BOARD -- OCCUPATIONS SM. BULLETIN BOARD -- WITHIN ONE OCCUPATION I WILL CHECK WITH EACH WORK GROUP AS TO HOW TO ATTACK THEIR JOB.
A DAY ON THE JOB (S.R.A.) 3.	PENCIL, SRA KIT, PAPER	CHOOSE AN OCCUPATION FROM THE S.R.A. KIT. READ THE MATERIAL ABOUT IT AND THEN WRITE A STORY ABOUT A DAY ON THAT JOB. INCLUDE IN YOUR STORY SOME INFORMATION ABOUT THE JOB YOU CHOSE.
MOBILES 4.	COAT HANGER, STRING, MAGAZINES, CONST. PAPER, GLUE	CHOOSE A THEME AND CUT OUT PICTURES WHICH REPRESENT YOUR IDEA. PASTE THEM ON CONSTRUCTION PAPER AND TIE TO THE COAT HANGER.
COAT OF ARMS 5.	PENCIL, COAT OF ARMS FORM, IDEAS	WE WILL DO THIS TOGETHER AT THE END OF OUR PROJECT.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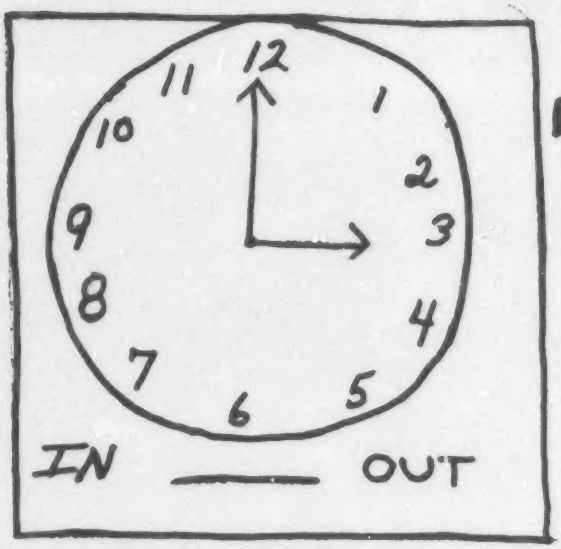


Date Sent out

NAME:

Individual Job Sheet

Job	Date started	Date Completed	Total Time
1. Career Awarness tree			
2. Collage type:			
3. A Day on the Job (S.R.A. Kit)			
4 Mobile			
5. Coat of Arms			

Robert Tucker
West Side Community School
Pittsfield, Massachusetts

In the following report I will relate some of the things that were tried and accomplished in conjunction with the Work Ethic Project. West Side is an open space school with three homeroom groups (sixth grade) in an open area called a quad. The entire quad (74 children) took part in some activities, while time allowed only small groups to experience other areas. We were seeking not only career education but also help in the self-concept area.

Unit Title: "Bread and Butterflies"
General Objective: This Educational T.V. series was used to try and introduce relationships between the students' lives and the working world. Due to a lack of time not as much could be done with the series other than some questions and answer and discussion periods. There was, however, some great verbal interchange concerning the episodes. One particular program which was most rewarding was "Power Play." It was rewarding not only because of ideas expressed concerning the program, but also because of the project that followed. I will explain the program and the project and its' success.

Unit Title: Power Play (Power and Influence)
Objective: To help the students develop a concept of power and awareness of their capabilities and potentials so that they can influence others.

- understand different kinds of power and to describe their reactions to them
- to show power used in a positive way, and how it can be misused
- to use power to influence others in his or her life
- explain ways that they have used power

Materials: T.V., classroom free of teachers
Strategy: In the program a school free of adults is shown. The children are now in charge and must find a way to run the school or room, whatever the case may be. The first thing is to reestablish order and to delegate power to attain order. It could be by force, but an election takes place and when the problem seems solved, a group of rebels refuses to abide by the election and walks out. The students must come up with answers to this and other problems that arise. I will now explain what the children of Quad F did in regards to these situations.

After seeing this program Quad F children (74 in all) almost begged to have the same situation. After some teacher discussion it was allowed. The three teachers and two aides were to leave the Quad and the project would end when an announcement over the P.A. system ended their control. We left some suggestions with them which they promptly threw aside. After all it was to be their quad. Our principal was a bit leary but finally agreed and it was off.

The students promptly held an election, picked their leaders and began their project. In students retelling later it was some of the stronger or tougher, if you wish, individuals who were elected. There was no physical strength or coercion shown in the elections and all, we were told, seemed quite content. The elected officials got ideas from remaining students and groups or task forces were formed. headed by elected group leaders the following groups began working. One group cleaned the carpeting, windows, desks, etc., in the quad; another made decorations for the walls and windows, a group of students formed an art work area; groupings using supplementary reading and math materials, the media center and others were given free reign if they wished. Most however, chose to enter one of the groups being formed. The students had control for almost a two hour period, and we, the skeptical teachers were more than pleased at what we saw upon our return.

Evaluation: The use of power and influence was shown in a highly positive way. There were those elected heads of the project, others appointed heads of groups, and least of all there were no shows of physical strength, threats, etc., as was originally feared. A situation that could have been completely chaotic was one of the most pleasurable for both teachers and students. We discussed the project with the children and this was an excellent experience for them. Too often it seems we doubt the responsibility of our students. I hope that whoever may read this report will someday undertake a similar project with their class.

Unit Title: S.R.A. Job Experience Kit
Objectives: To explore different careers
Strategy: The S.R.A. kit was in my homeroom area for a period of two weeks. It was designed to give the students simulated work experiences in 20 different occupations, similar to what workers on the specific jobs would experience. It is hoped that through the use of this kit the students will explore career possibilities. If, through the experience, they find that they do not care for a particular area there are others to explore. If, on the other hand there is something that really turns them on, then they may want to find other information in pursuing this particular career. Information such as educational requirements, salary, and working conditions, can be pursued. If their response is negative it may then be helpful in narrowing down the fields or interests of that student.

Evaluation: The kit was pleasant for some because it was not a right vs. wrong type of situation and carries no expectations, which leads to their feeling more confortable. The problems posed did not seem to be too difficult which was also helpful. Two particular areas, beautician, and truck driver were enjoyed by a number of students. The response from the children in discussions with them, was almost unanimous. They felt comfortable with the kit, enjoyed the occupations in the kit, and some have even decided that they would like further information on particular occupations. My only regret is that the kit had to be passed on to a different school. The students expressed a desire to use some of the other occupation packets and in the future its use will be better planned and hopefully the time for its use extended. Also I hope that it can be used by more students in the future. Only 24 students got to use it and it was thoroughly enjoyed by them, and those who did not get a chance to use it showed interest in experiencing things of this nature.

As I stated earlier, we were interested in the self-concept area also. Through the resource person in the project, we have been given sheets and exercises dealing with self-awareness and interests. This has allowed some good give and take sessions and hopefully given the students a better outlook on themselves and their lives. Too often children and teachers dwell on negative aspects of oneself. Exercises of this nature can bring out both positive and negative but more emphasis can be put on the positive aspect and can aid the students greatly.

Evaluation of Work Ethic Project

The Work Ethic Project has been an enjoyable experience for me and for the students of Quad F at West Side. However, there is quite a way to go yet. Without sounding like an excuse-maker I regret that due to our new school and techniques, not as much time was devoted to this project as might have been. With open space, new curriculums, team teaching, and a host of other time consuming projects not enough time was found for the Work Ethics Project. Things are beginning to go much smoother and hopefully next year I can attack this area with full force. Through the efforts of the project staff I think that a good base to work from was formed. Bread and Butterflies, S.R.A. Kit, and sheets on self-awareness, were just some of the useful materials used in this project. In the next school year I hope to implement many new materials, as well as some of the resource people from Taconic High to really get at the Work Ethic career education. Hopefully the next time that the students have a question concerning careers I will have some avenues for them to explore.

Charles Sanguinet
grade 6
Four Corners School
Greenfield, Massachusetts

Ed. Note: Charlie found these starter stories a good beginning for many discussions. The childrens' feelings and values were some of the major topics.

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies 10% discount; 10 or more copies, 20% discount) from the NEA publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036.

What Should Marlene Do?

Instead of going straight home after the first day of school, Marlene and three other fourth grade girls stopped at the shopping center to buy their school supplies. They picked out the pencils, pads, and erasers they needed and were about to take them to the check-out desk when Julie, the new girl, said, "Let's see if we can snitch something. That's what we used to do at my old school. It's loads of fun." She led the way to another aisle, picked up a green plastic purse, and put it under her coat.

"Now all of you walk close to me so the bulge won't show." she said.

Chatting loudly, the other girls crowded around her and they walked out of the store. Once outside, they laughed until the tears came.

"Well, that was pretty scary," Marlene said. "Now we'd better toss it back inside the store and run."

"We can't do that," Julie said. "The floor manager might call the police or our folks."

The police? Parents? Marlene felt sick. That night she couldn't get to sleep because she kept thinking of what might have happened if they'd been caught. Apparently the other girls didn't feel as she did, however, and only a couple of days later, when Carol said that she wanted to stop at the store and buy a birthday present for her mother, Pat and Julie said they would go into the store with her. "We'll do some shopping, too." Julie said, giggling.

"I have to go on home," Marlene said, "I have my ballet lesson."

"You missed some real fun," her friends told her the next morning. They showed her a lipstick and a box of eye makeup they had taken.

"You don't use makeup. What do you want with that stuff?" Marlene asked.

"Don't be a drag," Julie said. "We had the fun of sneaking the things out of the store, and next time we might be able to get some things we really want."

The girls sounded as though they were going to make a regular thing of seeing what they could steal. Marlene wondered if she should tell the girls' parents or the teacher. If they kept up their shoplifting, sooner or later they'd get caught and that might mean they'd be arrested. Marlene was afraid, though, that if she told on the others, they'd tell her parents that she had been along when Julie took the purse. What should Marlene do?

Thoughts To Think Aloud:

1. Since Marlene was involved in only one stealing incident, does she have any responsibility to tell?
2. Is Marlene any less guilty than the others if she does nothing to stop the thefts?
3. How does shoplifting hurt all of a store's customers?

What Should Ray Do?

Ray didn't know what to do about Chris. Neither did anyone else. The one thing they didn't want to do was listen to him. Chris was always bragging. No matter what a boy had done, Chris had always done something better. No matter what a boy had found or seen or eaten, Chris had always found or seen or eaten something even bigger. It had reached the point where nobody wanted him around. Of course, Ray didn't really have to do anything about Chris. It wasn't his problem. But when Chris had moved into the neighborhood, Ray had taken him around and introduced him to all the guys, so he felt sort of responsible.

Once the boys were talking about surfing.

"Huh! You ought to see me!" said Chris.

"Oh come off it," somebody said. "You've never even been near the ocean! You wouldn't know a surfboard from a closet door."

"I would too!" said Chris angrily. "Once I rode in on a ten-foot wave without spilling!"

The boys jeered and Chris stormed out.

"You know," said Ray disgustedly, "one of these days we ought to call his bluff. Too bad there isn't an ocean around here."

Later, Ray was sorry he'd ever suggested calling Chris's bluff. After school the next day, a bunch of the boys were playing on the monkey bars in the school yard. Chris stood watching them.

"Hah," he scoffed. "I wouldn't waste my time climbing on those measly bars. I can climb a hundred-foot tree."

"Let's call his bluff." Paul said to Ray. To Chris he said, "Okay, let's see you do it. Climb that tree right out behind the school."

"Make him go clear to the top," one of the boys said gleefully.

"I'll bet he won't even get to the third branch,"said another one.

Oh yes he will. Ray thought. Chris was just crazy enough to try it. Ray looked up at the tree. It was tall--and dangerous. Chris didn't even have a decent pair of climbing shoes. If he fell he might kill himself. It was time to call his bluff, all right, but this was hardly the way to do it: What should Ray do?

Possible Discussion Topics

1. Why do some people brag about themselves and even boast about things they really can't do?
2. How could the boys call Chris's bluff without endangering him?
3. What does Chris really need? Do the boys have any responsibility to help him?

What Should Christy Do?

Unlike lots of girls Christy was crazy about her little brother. Not only was he the cutest little towhead in the second grade but he was always telling wild tales that made her laugh.

It was fun for sixth grader Christy to meet Charlie in the hall or watch him on the playground, or peep into the second-grade room where he sat with his little sneakered feet tucked under his chair.

One afternoon at recess, Christy and some other sixth-grade girls were making mats out of dandelion stems. Christy had gone around the side of the building to get more dandelions when the bell rang. Just as she turned the corner, she saw her little brother pick up a big rock, throw it through the cafeteria window, and scurry to the back of the building.

Although no one else was in sight outdoors Christy felt that someone inside the building would certainly have seen Charlie break the window and report it to the principal. She went to her room but was so worried about Charlie that she finally asked her teacher for permission to leave the room. She went to the office prepared to stand by her little brother during what she was sure would be an unpleasant interview.

When she got to the office, sure enough, there was Charlie talking to the principal. He didn't look unhappy, however.

When he saw her, he said cheerfully, "Hi Christy I'm telling Mr. Clark how I saw Michael Lansing throw a rock through the cafeteria window."

"Michael Lansing!" Christy said.

Charlie nodded. "He just picked up a big stone and -pow- right through the window. Miss King asked if anybody knew about the window, so I told her and she sent me to tell Mr. Clark."

Christy knew Michael Lansing. He was always getting into trouble. But this was one thing he hadn't done. She had seen Charlie throw the rock, and now, to make matters worse, he had made up a deliberate lie about it. She hated to think what the principal would say to Charlie if he learned the truth and she hated to imagine how their parents would punish her brother when they heard the story. Of course, he had done two very bad things and deserved to be punished, but was it up to her to tell on him? It certainly wasn't fair for Michael Lansing to be blamed but how she hated to be the one to get Charlie into trouble. What should Christy do?

Ed. Note: The Greenfield Elementary Schools have a very comprehensive career awareness program for the 6th graders. Both Charlie Sanquinet and Dick Bole were involved in the program this year. Enclosed are the forms that were used for both the students and adults.

Name _____

HOW ARE YOUR WORK HABITS?

Listed below are common activities desired by employers. In the blank rate yourself using numbers (1) excellent, (2) good, (3) fair, (4) poor, and (5) very poor, as they would relate to the job you do at school.

_____ Works accurately

_____ Does neat work

_____ Sees the job through (does not quit because it gets difficult)

_____ Always proceeds in an orderly manner

_____ Cooperates with others

_____ Keeps busy

_____ Proper conduct

_____ Gets along well with others

_____ Accepts criticism without becoming upset

_____ Cares for equipment (books, desks, etc.)

_____ Uses equipment properly

_____ Economical use of materials (doesn't waste things)

_____ Follows orders and instructions

_____ Acts promptly

_____ Uses efficient working methods

_____ Uses safety and health precautions

_____ Practices cleanliness and grooming

Which of the above do you think is the very most important? Explain.

List the next four in their order of importance, writing a sentence to explain why you think of them as important.

CAREER PREFERENCE SURVEY

NAME: _____

SCHOOL: _____ GRADE: _____

1. List in order of preference three career fields you could be interested in:

   _____

   _____

   _____

2. List any strengths that you believe you have (or will have someday) that could help you enter any of these fields.

   _____ _____ _____

3. List anything in your present physical or mental makeup that would have to be strengthened for you to prepare to enter one of those career fields.

   _____

4. List three of the strangest/most exciting/dangerous career fields you can think of:

   _____

   _____

   _____

5. List any three careers you would least like to do for a living:

   _____

   _____

   _____

6. Write a brief paragraph giving your opinion of the kind of career field you visited on May 14th - (use your work sheets as a guide).

   _____

   _____ _____ _____

   _____

This form was completed by the 6th grade children after visiting their parents at work for a morning.

OFFICE OF CAREER EDUCATION
GREENFIELD

Dear _____

Last year the Davis Street Sixth Graders participated in a Career Awareness Program by joining their parents or host parents at work, during a morning. The program was so successful, it was decided to try the program with all sixth grades this year.

The major problem rests on the number of host parents needed. If the need for host parents goes beyond sixty students (and it probably will), then the program may have to be run on two different days so as to be able to use the host parents twice. It will be much easier to have a single program however, and for that reason, I am going to try to find additional host parents by soliciting some parents of Sixth Graders to act as hosts.

Please look over the accompanying draft of a letter and some forms used in the program; if you see any serious flaws regarding format or possible dates etc. - please get in touch with me soon.

The program calls for me to visit each sixth grade twice - once before the visiting day and once after. These visits will be scheduled at your convenience. Also, my office will do any preparation work attached to the program.

If a number of parents do not wish to have their child in the program, alternate plans must be provided. This was not a problem last year. If I don't hear from you by _____, I'll set the plans in motion.

Sincerely,

JAMES J. O'NEIL, JR.
Director of Career Education

JJO:hs

OFFICE OF CAREER EDUCATION

GREENFIELD

Dear Sixth Grade Parents and Guardians:

To enable our students to develop a better understanding of and appreciation for their eventual entry into the World of Work, we need your help with a project.

In place of their regular school program on Wednesday morning, May 14, 1975, we would like every Sixth Grader (who secures written parental permission) to be able to accompany their parent or guardian to their place of business and to observe them at work during the morning hours. (May 14 is scheduled as a half day).

There are some families where, for a variety of reasons this is impossible eg. dangerous working conditions, non-working parents, out of town jobs, etc. For this reason, a number of individuals have agreed to serve as host parents for the day so that every child will have the opportunity to visit a job site. However, due to the present unstable economic conditions, there is a need for more than the usual number of volunteers. If any parent would be willing to serve as a host parent thus enabling another student to accompany your own son or daughter, please check the appropriate blank.

Prior to the visiting day, classroom projects will help to prepare the students to observe the job activities in such a way as to help them begin to understand and appreciate the actual experiences that take place in the World of Work. A major problem, of course, will be the student's limited attention span. Since this will vary with each job and each student, it must be the parent's discretion to determine the activities and length of the job visit.

If you believe that you would like your son or daughter to take part in this program, please complete and return the attached form. Thank you for your consideration.

Sincerely,

NORMAN HALLOWELL,
Director of Elementary Education

JAMES J. O'NEIL, JR.
Director of Career Education

(Tear Here)

1. I would like _____ to participate in the Career Program
   Student's Name
   on Wednesday, May 14th.....____
2. I would be willing to act as a host parent.....____
   (If you wish a particular student(s) to accompany you please name:

3. I would like _____ to participate in the Career Orientation
   Program, but he/she will need a host parent.....____
4. I do not wish _____ to participate.....____
   Students Name

_____
Parent/Guardian Signature

Greenfield, Mass.

Dear _____

Just a reminder that _____ will be participating in a career orientation visit to the World of Work. Please have your son or daughter report to school at the regular time, they will be picked up at and devivered back to their regular classroom.

The host parent _____ _____
(Name and address)

will be taking your child to _____.

If there are any sudden complications or concerns, please call Alfred W. Sommer, Principal, Tel.: 773 7124.

DAVIS STREET SIXTH GRADE TEACHERS

Dear _____

Thank you for acting as a host parent for our Sixth Grade Career Day, May 14, 1975.

Your students' names are: (and their) Home Room Teachers:

_____ _____

_____ _____

Please try to pick up the students at Davis Street School by 8:30 a.m. and return them to the school by 11:45 a.m.

JAMES J. O'NEIL, JR.

Director of Career Education

OFFICE OF CAREER EDUCATION

GREENFIELD, MASS.

Dear Davis Street Sixth Grade Career Day Parents:

Recently, you played an important role in enabling our Davis Street Sixth Graders to get a first hand look at the World of Work. The April 24th program was only a pilot program involving the Davis Street students. In order to evaluate its effectiveness for future use, I am seeking to have a random sample of parents and host parents answer a brief questionnaire.

If you are willing, please fill in your answers to the questions below. Your objectivety and complete candor will be appreciated.

Thank you for your cooperation.

Sincerely,

JAMES J. O'NEIL, JR.
Director of Career Education

Please check: Parent _____
Host Parent _____

	Yes	No	Uncertain
1. Did you enjoy your part in the program?			
2. Do you believe that the student enjoyed it?			
3. Do you believe that the program helped the student to gain any insight into the World of Work?			
4. Was the job-site visit too long?			
5. Was the job-site visit too brief?			
6. Did the program appear to be well planned?			
7. Was the student's interest maintained throughout the entire morning?			
8. Does this appear to be a valuable program?			
9. Can you suggest any improvements regarding the program?			

Comments:

CAREER DAY -- APRIL 24, 1974

WORK SHEET

Student's Name: _____ Job Visited: _____

Timetable: (eg. 8:15 - 8:30 worked on papers)
(8:30 - 8:45 visited foreman)

INTERVIEW

		Yes	No	Both	Uncertain
1.	Are most of your job activities done inside?				
2.	Are most of your job activities done outside?				
3.	Are most of your job activities working with numbers?				
4.	Are most of your job activities persuading people? (Salesman)				
5.	Are most of your job activities clerical?				
6.	Are most of your job activities mechanical -- with machines?				
7.	Are most of your job activities helping people? (social service?)				
8.	Are your job activities musical, artistic or scientific?				
9.	Does your job require unusual physical changes? (cold/warm, day/night?)				
10.	Does the job require dangerous activity?				
11.	Does the job require extensive on the job training?				
12.	Does the job require more than a high school education.				
13.	Does the job accept applications from male and/or females?				
14.	Does the job require unusual physical abilities, eg. color discrimination, great strength?				
15.	Does the job require speaking to large groups?				
16.	Does the job require an outgoing, friendly person?				
17.	Does the job require out of town travel?				
18.	Does the job provide for sick leave?				
19.	Does the job provide for retirement benefits?				

A GLIMPSE AT MY FANTASIES

Directions

Complete the following partial sentences, in a way which expresses your thoughts and feelings.

If I had three wishes ...

When I graduate, I hope ...

Right now, I feel best if ...

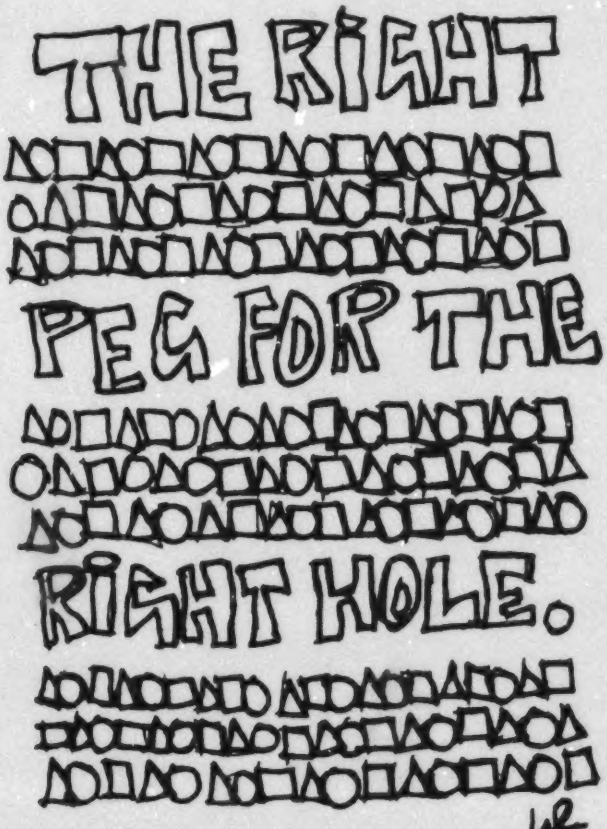
Even with a million dollars, I couldn't ...

If I could change school, I would ...

If I were my own boss ...

Last night I dreamed I was ...

When I want to be along I go ...



ROLE MODELS

Many people take after their parents. Sons often follow in their fathers' footsteps, and daughters in their mothers' footsteps. (Sometimes another close relative takes the place of a parent.) Try to recognize what values you have in common with your same-sex parent by filling in the following chart and answering the questions below.

Directions

Compare your favorites in each of the following categories with your mother's (father's) favorite. Women, compare with mother; men, compare with father. Then answer the two questions below.

	Favorites	
Category	Mine	Mother's/Father's
TV show		
Baseball team		
political party		
drink		
ideal job		
music		
holiday		
sport		
vacation spot		
magazine		
food		
room in the house		

In fifteen years, in what respects will you be similar to your mother or father as they are today?

In fifteen years, in what respects will you be different from your mother or father as they are today?

Richard Bole
Four Corners
6th. grade
Greenfield, Massachusetts

DOCTOR, LAWYER, ELECTRICIAN, CHIEF

Career awareness of Occupational Awareness may be one of the deciding factors that will enable more students to develop successful skills which will prepare them for the competative world. In many college fields there has been an over abundance of people trained as teachers, engineers, etc. who have not been able to find work in their respective fields.

When was the last time a master electrician or plumber had difficulty in securing a position? Consider their salaries and fringe benefit programs!

We considered a program of bringing these tradesmen into the Fifth Grade to discuss being a heating specialist, a salesman, etc.

The children of most schools are propped infront of competent teachers for 12 glorious years. Mr. Average Student is influenced by B.S. degrees, Master degrees and Ph.D.'s for most of his educational life. Let us begin to expose the student to Master Electricians, Master Plumbers and Painting Contractors.

It is about time that more students see that the mass population is not this class. They are the meat cutters, tellers, and hundreds of other careers such as construction workers, electricians, etc.

Why can't we take one period per day to teach interior house painting, wallpapering, home electrical repair, elementary masonry? This would provide a real energy release for many elementary children who find the school day too long. After all, we ask the elementary child to be in school six hours per day, and his 17 yr. old brother who is a senior at high school may have an open campus and attend only 2 to 3 hours per day. Is the interest span the same for a 7 year old as for a 17 year old senior? So let's provide the elementary day with some career awareness programs that are significant in scope. They should not be hobby courses, but skills to be developed for later occupational resource.

In Early American life you could be an apprentice when you were a young boy. Why not have a Career Education Program that is significant and applicable to a student's future occupational choice?

The second year of Career Education will be devoted to actually seeing, first hand, the man in the factory and in industry. The 17 speakers of last year, described and demonstrated job opportunities, and now the Fifth Grades will have the opportunity of seeing many careers in operation.

The industries to be visited will be a Silver Company, a Tool Company, a Tap and Die Company, a Printing Company and a Cleaning Company. After each visit, the classes will have a discussion to present their reflections on the jobs just witnessed. Following the 5 company trips, the class will tour the Greenfield Trade School where they will be able to observe different trades, such as, automotives, electronics, carpentry, etc.

During the winter months, it is our hope to run a home repair course in electrical and carpentry skills, It is our goal to have students from the

Trade School prepare the workshop classes for the Fifth Grade. Each student should be given the time to develop primary skills in repairing light cords, changing fuses, etc. There are many necessary carpentry skills to be demonstrated and learned by the boys.

It would be of equal importance to provide skill courses for the girls which would be corresponding in time to the boy's courses.

Trucker, Weaver and Candelstick Maker -- Career Education at Green River

The Green River School is trying to provide effective Career Awareness and Career Education for all our children. During the formative years of kindergarten through grade 6, the child forms attitudes and beliefs in relationship to the occupations he sees. In the early years of education, the Green River School is planning to give the child an opportunity to have periods of exploratory activities. The students will become aware of job opportunities and careers by a series of 16 Career Education speakers. Students can then develop identification with workers, fathers and mothers and their respective occupations.

The Career Education Program at Green River includes field trips to observe various jobs, the Greenfield Recorder, an office of a local dentist, a meat processing plant and this permits early knowledge and observation of a variety of jobs.

All classes, children and teachers are participating in the program. Career Education grades Kindergarten through grade 3 have the following speakers coming in for lectures and discussions:

January 13 - Mr. George Herzig "Life of a Firefighter." Brought hats to try on, hose nozzle to lift, two-way radios and spoke to the fire headquarters. Stressed the life of a fireman.
January 22 - K. Dilhmann, an auto mechanic
January 29 - Ms. Russo, a nurse
February 3 - J. LaChance, a policeman
February 13 - Robin Stone, a musician
February 24 - C. George, a weaver

Grades 4,5, and 6 will hear the following speakers:

January 6 - Lynn Bond, a trucker
January 16 - Dick LaRiviera, an electrician
January 20 - Mr. Jeronozyk, about manufacturing
January 27 - Speaker on painting and wallpapering
February 3 - Joan Merrigan, a nurse
February 10 - Joseph LaChance, a policeman

"Dick's Quotes"

Why not go out on a limb?
Isn't that where the fruit is?

An expert is like the bottom half of a double boiler,
It lets off a lot of steam, but it really
doesn't know what's cooking.

Career Awareness
Four Corners School

Dear Parents:

It is with enthusiasm and pleauure that I can announce that the fifth grade at Four Corners has developed a Distinguished Speakers Series. It involves the participation of interested citizens that volunteer their time, special abilities and skills. This program has been developed as a Career Awareness Program, that the student may become interested in some of the careers they see. In the national labor market only 12% of the jobs require a college degree.

Distinguished Speakers Series

1. Government Careers----------Healy, Representative
2. Food & Restaurant Careers-------ard Ethier, Howard Johnson
3. Sales Careers----------Mr. Basil Day, Dunham Shoes
4. Factory Occupations----------Mr. L. L. Andersen, Millers Falls Tool
5. Electrical Trades----------Mr. Douglas Stotz, Stotz Electrical
6. Plumbing and Heating----------Mr. George Beck
7. Armed Forces----------Recruiter, U.S. Government
8. Banking Careers----------Dave Curry, First National Bank
9. Painting & Wallpapering----------Samuel Couture, Couture Bros. Inc.

The following were held in the fall.

1. Associated Press Correspondent---------Mrs. Bole -----Language
2. Managing Editor, Greenfield Recorder---Mr. Oickel ----Language
3. Dental Hygienist----------Mrs. Mankowsky-Health
4. Health and the body----------Mrs. Sautter---Health
5. Family Doctor----------Dr. Haggett----Health
6. Middle East Lecture----------Mrs. Missel----Social Science
7. Reptiles of the South----------Kenneth Taylor-Science

Sincerely,

Richard Bole, Teacher

"Dick's Quotes"

Whatever the mind can conceive and believe,
the mind can achieve.

Some minds are like concrete, all mixed up
and permanently set.

Last week I saw a man who had not made a mistake in 4,000 years.
He was a mummy in the Carnegie Museum.

Learn from the mistakes of others -- you can't live long enough
to make them all yourself.

Be careful how you live, you may be the only Bible some
people ever read.

Peter Maluk
Gr. 6 Egremont School
Egremont Avenue
Pittsfield, Ma. 01201

Rationale - It has been my hope this year to instill in my students a better sense of who they are and what they might someday become. This realization and understanding is obviously important when one stops to consider the decline in the work ethic over recent years. In order to stress the importance of self awareness many comprehensive studies of people at work would better establish the need for true self knowledge before entering a career.

Equally important in its need to be stressed are the different aspects involved in day to day work. These points are very often part of a student's school life so that a solid frame of reference can often be established. In some ways, however, school work cannot truly emulate the work done in industry of business, etc., and, therefore, it was my hope to initiate projects students could work on to reinforce certain points.

Making Decisions

Decision making is a skill that should be developed in youngsters so that they will be better prepared in later life. Many decisions require a high degree of self awareness and clear understanding of consequences. Other decisions are of less importance and therefore require less thought.

It is my objective to develop in my students the ability to distinguish between different types of decision making and also to explore possible avenues of thought that must precede decisions of importance.

A worksheet for each student

Activities - Read each critical situation and then decide whether this requires A) a quick decision, B) some thought, C) A high degree of thought and weighing of consequences.

Be prepared to discuss the reasons for your answers.

1. Billy is being surprised. For being a good boy, his mother is offering him a lollipop -- but which one shall he take, red or yellow?
2. Mary's friends are going to the movies. She would like to go but the only money she has is that which she saved to buy a new record album with. She must make a choice.
3. Phil's is about to graduate high school and is trying to decide which subject to major in at college - physical education or math.
4. Harvey has been offered two summer jobs: one at a grocery as a stock boy at $2.50 an hour pay or as an assistant to a gardener at $2.00 an hour. He is considering what to do.
5. Jane is saving to buy a new 10 speed bike. She is just ten dollars away from her goal. While at a friend's house she sees ten dollars lying crumpled under the table. She is quite anxious to have the bike. What kind of decision would you say she had to make?

There could be other situations. In discussions, however, I would hope to stress the necessity of a self awareness whenever a major decision must be made. Also I would stress the great importance of weighing all consequences before acting.

Reasons Why People Work

By an evaluation of reasons for various people working, students can view a cross section of all possible and related motives for work. By further examination, the strength and weaknesses of the various reasons can be evaluated.

1. Children will view Bread and Butterflies (Work Means) filmstrips and tapes from Discovery, and will interview various people to determine the primary reasons for working - a summarized table and chart will be designed to determine rankings, etc.
2. A correlation between most popular reasons for working and the degree of satisfaction realized could also be included in student survey and discussion.
3. Children will write essays depicting a person motivated by any other reasons for working. Value judgements about the character's motive will be interpreted by group following each student's reading of his composition.

Materials - Bread and Butterflies
Discovery, Scholastic Books

Community Garden

In hopes of creating a life like working situation where there is a definite interrelationship of workers, a community garden is planned, organized and run by the class. The need for planning, cooperation, proper attitude, responsibility, leadership, etc. will all be reinforced by such a project. While the teacher will be present at all sessions, decisions and problem solving will be left in the hands of the group.

1. Beginning in February the class would set up organization, goals and dates and procedures to be followed.
2. A research committee would be formed in order to investigate the types of crops, procedures to be followed, soil testing, fertilizer, etc. Group would report to class which would decide among the various choices.
3. Class would organize itself into work groups that would be responsible for particular tasks such as tilling, planting seeds, weeding, etc.
4. A merit system would be initiated in order to give credit to those students who were doing their job.
5. Continual meetings would be held to iron out any problems that might arise.
6. A science unit on heredity could easily be taught in such a context (sexual reproduction, pollination, etc.)

Materials -
1. Movie: Growing, Growing, Chevron Chemical Co.
2. Book: A Child's Garden, Chevron Chemical Co.
3. Burpee Seed Catalogue and others
4. Tini-Life Gardening Encyclopedia - Vegetables and Fruits
5. Green Thumb, Activities for Classroom Gardeners, Instructor Press

This idea has yet to be attempted. Much cooperation would be necessary for it to become a reality. Land would have to be made available, supplies would have to be donated and enough children would have to be highly motivated to tend to the garden during the summer months.

107.

Eugene McCarron
Mark Hopkins School
North Adams, Massachusetts

OCCUPATIONAL ATTITUDES SURVEY

For each of the following 25 statements, place an A if you totally agree or a D if you in any way disagree before the item. Please - only consider what you really believe - not what you think others would want you to say. Extra spaces are provided at the end for your personal comments about work, if you wish to contribute any.

___ 1. By working hard one gains the respect of others as well as themselves.
___ 2. There is so much to be done in the world there is little time to be idle.
___ 3. By treating your fellow worker honestly they will treat you honestly.
___ 4. By treating your employer honestly he or she will treat you honestly.
___ 5. By doing more than is expected by your employer, everyone gains.
___ 6. By working hard one gets ahead.
___ 7. By working hard one becomes somebody in the community.
___ 8 Accomplishing more than is expected at school or work is one of the best feelings to have.
___ 9. Being busy all the time is the best way to stay out of trouble.
___ 10. By working hard you gain the feeling of making a worthwhile contribution.
___ 11. All jobs are important and make a contribution to the benefit of mankind.
___ 12. One of the best feelings in life is to get up in the morning and look forward to going to school or work.
___ 13. Knowing how to do your work well is a worthwhile goal in life.
___ 14. Early to bed and early to rise makes a person healthy, wealthy, and wise.
___ 15. If one works hard for your employer or community, they will help you in return.
___ 16. By giving the best of myself to my work, I bring out the best in me.
___ 17. My work gives me the opportunity to develop my potential and move up in the company if I want to.
___ 18. By never missing a day of work, one has more opportunity to prove himself or herself.
___ 19. The best thing about the end of vacation is going back to work.
___ 20. By preparing and finding an interesting job, one accomplishes one of the most important goals in life.
___ 21. Working is a reflection of who you are.
___ 22. It would be better even at the same salary to be the boss than another worker.
___ 23. One of the most important goals in life is to be financially independent.
___ 24. Preparing for and finding a good job and working hard can bring security in life.
___ 25. There is more to a good job than material rewards.
___ 26. _____
___ 27. _____

DO NOT SIGN THIS SURVEY SHEET++++++++++++++++++++DO NOT SIGN THIS SURVEY SHEET

OCCUPATIONAL ATTITUDES SURVEY
RATIO OF RESPONSES

For each of the following 25 statements, place an A if you totally agree or a D if you in any way disagree before the item. Please - only consider what you really believe - not what you think others would want you to say. Extra spaces are provided at the end for your personal comments about work, if you with to contribute any.

Agree	Disagree		
8:1		1.	By working hard one gains the respect of others as well as themselves.
2:5		2.	There is so much to be done in the world there is little time to be idle.
1:1		3.	By treating your fellow worker honestly they will treat you honestly.
1:1		4.	By treating your employer honestly he or she will treat you honestly.
1:2		5.	By doing more than is expected by your employer, everyone gains.
2:1		6.	By working hard one gets ahead.
5:2		7.	By working hard one becomes somebody in the community.
5:1		8.	Accomplishing more than is expected at school or work is one of the best feelings to have.
1:1		9.	Being busy all the time is the best way to stay out of trouble.
3:1		10.	By working hard you gain the feeling of making a worthwhile contribution.
1:1		11.	All jobs are important and make a contribution to the benefit of mankind.
9:11		12.	One of the best feelings in life is to get up in the morning and look forward to going to school or work.
16:1		13.	Knowing how to do your work well is a worthwhile goal in life.

DO NOT SIGN THIS SURVEY SHEET ++++++++++++DO NOT SIGN THIS SURVEY SHEET

Agree Disagree

2:5 14. Early to bed and early to rise makes a person healthy, wealthy, and wise.

2:5 15. If one works hard for your employer or community, they will help you in return.

15:2 16. By giving the best of myself to my work, I bring out the best in me.

2:1 17. My work gives me the opportunity to develop my potential and move up in the company if I want to.

1:3 18. By never missing a day of work, one has more opportunity to prove himself or herself.

1:7 19. The best thing about the <u>end</u> of vacation is going back to work.

7:1 20. By preparing and finding an interesting job, one accomplishes one of the most important goals in life.

2:5 21. Working is a reflection of who you are.

1:6 22. It would be better even at the same salary to be the boss than another worker.

2:1 23. One of the most important goals in life is to be financially independent.

7:1 24. Preparing for and finding a good job and working hard can bring security in life.

7:1 25. There is more to a good job than material rewards.

_____ 26. _____

_____

_____ 27. _____

_____

DO NOT SIGN THIS SURVEY SHEET++++++++++++++++DO NOT SIGN THIS SURVEY SHEET

OCCUPATIONAL INTERVIEWS

Name_____ Occupation_____

* Why did you choose the work you are in?

Did you always do this kind of work?

* What types of workers do you work with? (anything you want to say)

What are your job duties?

What are the educational and experience requirements for your job?

What are the physical requirements?

What are the possible weekly or monthly earnings?

What are the future opportunities?

Do you feel that your job is secure at this time?

What do you do for "fun"?

* - Ethics-oriented questions.

Barbara Bennett
Old Deerfield Elementary School
6th grade
Deerfield, Massachusetts

The first project I tried with this class which I have scheduled for reading and social studies twice a day, was the SRA Kit of Social Science.

I worked on this with varying amounts of success.

Since there was only one student booklet, I found myself trying to duplicate this for each lesson. Impossible.

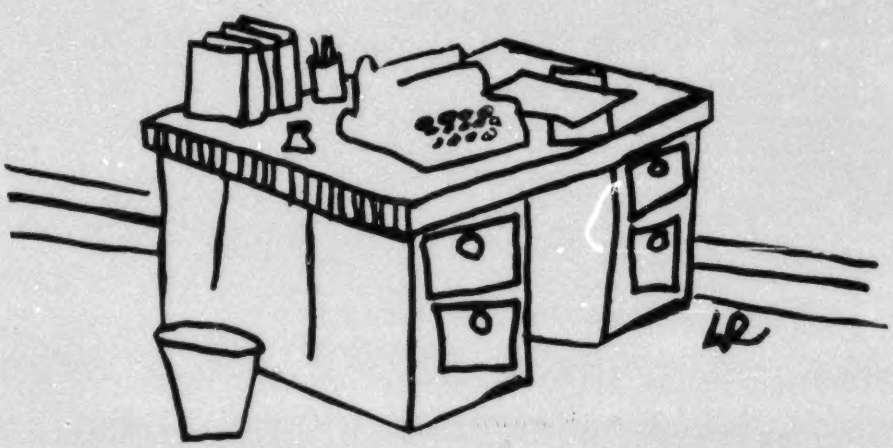
The use of the kit was not well received except by a few.

We did do several surveys of the class on interpersonal relationships and goals.

I used the data sheets sent to me by Pittsfield, worked in groups on "My Interests" and as individuals; found out that more were interested in being an athletic star, sports, being with group of friends, wanted a portable T.V., camp activities, crafts and outdoor sports. Would probably buy a pizza and would collect rocks.

Their main personal attributes and skills seemed to be a desire to make casual conversation with adults, tell the truth in all situations; and make casual conversation with peers, in that order.

This class of 27 children ability wise is extremely bright -- achievement tests in the 99 percentile for over half of them.



Ruth Ann Randolph

UNIT PLAN
for
ELEMENTARY SCHOOL
A VALUE CLARIFICATION APPROACH TO CAREER EDUCATION

SUMMARY There is a great deal of variation today on the concept of career education. This unit attempts to combine some of the philosophies that apply to the elementary level and implement a program that heightens self and environmental awareness in the elementary student. Value clarification strategies are the media through which this is achieved.

RATIONALE It has been proposed that there are seven steps in the value clarification process. (Raths, 1966) These steps are easily combined into three events that apply very appropriately to career awareness at the elementary level: 1) choosing one's values, 2) prizing one's beliefs, 3) acting on one's beliefs. Once a belief, attitude, opinion, or interest has passed these three events it can be classified as a value, thus completing the value clarification process.

The following outline expands these three events and adapts Rath's value clarification process to some specific areas in which the elementary child can develop.

I. Choosing one's beliefs and values freely from alternatives

   A. Developing self-insight
   B. Developing decision making skills
   C. Developing interpersonal skills
      1. Communication
      2. Cooperation
      3. Competition
      4. Interdependence
      5. Dependability
      6. Group behavior

II. Prizing one's beliefs and publicly affirming them

   A. Developing positive self-concept and confidence
   B. Encouraging group and later individual affirmation of values

III. Acting on one's beliefs repeatedly over a period of time

   A. Encouraging self evaluation
   B. Achieving

The goal of career education in elementary school is for students to develop appropriate self-understanding. (Career Education, 1971) This self-understanding certainly involves the clarification of their values that relate to work and to the life style to which they aspire.

Project Development in North Easton, Massachusetts, and Carl Schaefer both propose that career education in the elementary school should center on the child's perception of himself and his environment. (Schaefer, 1971) Programs should realisticly expose the child to people, ideas, skills and tools associated with work.

Career Education further maintains that these years should emphasize career awareness, including favorable attitudes toward work in general, and expand the student's knowledge of different careers.

The primary concern of this program is the first objective-- the exploration of skills and personal values congruent with the world of work. Value sensitivity strategies are conducive to identifying attitudes and interests that may or may not be positive toward work. A later step would be for the child to decide if he sees his characteristics as valuable to the life style, including the career he thinks he will have. This is his personal decision. My intent is not to inculate a desired percentage of positive vocational attitudes, but to identify skills and values desirable to career preparation and allow opportunity for student self evaluation in these areas. It is the student's choice to accept or reject the attitudes we discover, but the student's objective should be to come to a better understanding of his attitudes and interests as related to work and what his future is likely to be if he acts on his beliefs, attitudes and interests.

"The American work ethic is rooted in Puritian piety, immigrant ambition and the success ethic; it was strengthened by the Depression and wartime patriotism." (Morrison, 1972) Clearly all these ingredients are losing impetus, but America will have a work ethic or it will cease to be. We can no longer be too certain about the ingredients of career success because success is an individual matter, but we can propose a process of valuing things like money, leisure time, family, friendships, authority, work, material possessions, personal tastes. These are some of the things that determine our direction toward a certain life style.

Robert Ford at AT&T says, "We have run out of dumb people to handle those dumb jobs. So we have to rethink what we're doing." (Morrison, 1972) As the elementary children that pass through our schools become more aware of their personal value systems, society will continue to change into a system capable of handling and hopefully tapping these tremendous resources.

PROCEDURE The purpose of the following unit is to lead students of grades 3,4, or 5 through the three events of the value clarification process. It is designed to be extended over one semester of 14 weeks involving 1 - 2 hours a week on two different days. It is proposed that the program be implemented by the school counselor because he needs an entry to the classroom and to many comfortable situations in which the students learn to know the counselor. Of course the unit could be guided by the teacher as well as the counselor. Perhaps the rationale and objectives could be discussed with faculty at an in-service seminar.

I. CHOOSING ONE'S BELIEFS AND VALUES FREELY FROM ALTERNATIVES

A. DEVELOPING SELF-INSIGHT

FIRST WEEK, FIRST DAY (expected time involved -- 1 1/4 hour)

Objective Students will be involved in exercises that make them aware of their feelings, ideas, beliefs, and priorities. Things that elementary students like to do may give a clue as to what type of occupation they might also like to do one day.

Activity 1 Students will list 10 things that they love to do. The teacher will also make a list. When the lists are finished, everyone will code their lists in the following manner:

$ - any item that costs money each time it is done
A - items the student prefers to do alone
P - items he prefers to do with people
PL - items that require planning
N2 - activities he would not have listed two years ago

numbers 1-5 should be placed beside the most important items, with 1 being the most loved, etc.

students should indicate "when" the last time each activity was engaged in

Activity 2 This exercise will be followed by asking students to write a sentence beginning with any of these items:

I learned that I ...
I re-learned that I ...
I discovered that I ...
I was pleased that I ...
I was displeased that I ...

Example: I discovered that the activities that I prefer to do with other people usually cost money.

Students may write their sentences for themselves. As the level of trust builds, students will be encouraged to share what they learned with the class, but this should never be coerced. Building a warm, accepting, open class atmosphere is essential to value clarification; the students must feel comfortable enough to make public affirmations of their beliefs and values as they decide on various issues.

FIRST WEEK, SECOND DAY (time -- 30-45 minutes)

Objective The following experiences are designed to facilitate introspection and self evaluation. This will provide the student a wholistic view of his growth.

Activity Students may be asked to keep a special section of their notebooks for "This Is Me" papers. Class time may be allowed one day each week for students to write these papers. Some subjects may lend themselves to means of expression other than writing. Any expression of the subject is fine. This week's subject: Who Am I?

Any written expressions of value clarification, such as "I learned that I ..." statements may also be kept in this section of the notebook.

These papers, or expressions will be turned in each week so that the counselor or teacher can give immediate reactions concerning the student's growth and development. There should be no grade associated with a student's personal growth. Returning the papers each week will be helpful to the student.

SECOND WEEK, FIRST DAY (time -- 1 hour)

Objective This is an excellent activity for the first days of class so that the children can get acquainted. They will determine their priorities, as well as having contact with alternatives from their classmates. Thus, their value choices are increased.

Activity In this adaptation of Show and Tell, children will be invited to take three things out of their pockets or pocketbooks and share with the class why these items are important enough to carry around. The questions "Do the things that are important to you tell you anything about your values?" may stimulate some individual thinking about one's personal values. If values relating to the world of work come forth in later class discussion, they could be clarified by discussion of work situations at school as well as in the world of work in which these particular values seem appropriate.

Ask the students to complete the sentence: "I discovered that I ..."

SECOND WEEK, SECOND DAY (30 - 45 minutes)

Activity For the This Is Me category, students will write a paper or make an expression of this subject: Someday I want to be ...

THIRD WEEK, FIRST DAY (time -- 1 hour)

Objective The way a student spends his time may be significant in revealing his priorities. It may be helpful to the student who does not spend his time wisely to see this discrepancy and to begin acting on his notion of spending his time wisely.

Activity In this simulation each child is given 24 slips of paper about the size of a dollar. This represents his fortune. He is advised to spend his fortune by writing on each slip of paper some activity, such as study, baseball, play, sleeping, eating, etc. If he does not want to spend a whole hour eating, for example, he may tear the paper one or two times into a half or a quarter of an hour. He is to decide how he will wisely use his time during the next 24 hours. From 12 noon to 12 noon may be used. The next day that the class works on value exercises the students could discuss whether they spent their time wisely as planned.

THIRD WEEK, SECOND DAY (time -- 30 - 45 minutes

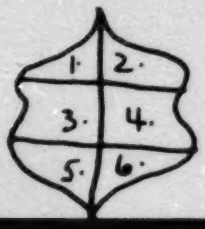
This Is Me subject: If I Could Change the World ...

FOURTH WEEK, FIRST DAY (time -- 1 1/4 hours)

Objective Students have the opportunity to ask and answer these important questions through value clarification.

"What am I doing with my life?"
"Am I just reacting to others, or am I in control of the direction of my life?"
"Is my life making a difference?"

Activity In this exercise students draw a large family crest on construction paper. Each student divides the crest into 6 sections and answers the following questions by drawing-- a picture, design, symbol-- in the appropriate area on his coat of arms. This is an opportunity for creativity as well as introspection.



1) What is the best thing you have ever achieved?
2) What is your family's greatest achievement?
3) What is one thing that other people can do to make you happy?
4) What do you think is your greatest personal failure?
5) What would you do if you had one year in which you were guaranteed success in everything you attempted?
6) What are three words that describe you?

Students can share their coat of arms with the whole class or with one other student or in groups of four.

FOURTH WEEK, SECOND DAY (time -- 30 - 45 minutes)

This is Me subject: How many different houses or apartments have you lived in? If you moved, why? How did you feel each time you moved?

B. DECISION MAKING SKILLS

FIFTH WEEK, FIRST DAY (time -- 1 1/2 hours)

Objectives In the first activity students make decisions and actually take a stand on their decisions. In the second activity, students decide on their priorities.

Activity 1 Draw a real continuum line with chalk or tape down the middle of the classroom. Mark six equal intervals along the continuum to represent various stands on an issue. Students can actually place themselves on the line representing "how they stand on an issue." They may also negotiate with students taking a different stand from their own. Students taking extreme positions on the continuum might engage in an enlightening debate. Five or six participating students at any one time would be advisable so that everyone could easily see what changes are taking place on the continuum. Following are some issues for the students to consider.

1. How do you feel about what you wear?

Holey Harold always has holes in his clothes even when they're new

Wrinkle free Walt is very picky. He even irons his underware.

2. How are you at decisions?

Completely unable to make decisions, even about what to wear

Doesn't waste a second thinking; makes lightning fast decisions about everything

3. How do you feel about competition?

Stays away from any place where there is a chance to win or lose

Will walk over anyone for the chance to win

4. How much do you talk to other people?

Tight-lipped Timmy

Blabber-mouth Bertha

5. How do you feel about doing chores for your Dad or your teacher?

I don't know how to do it Don

Let me do it Leslie

6. What do you do with your money?

Hoarding Hannah won't spend a penny.

Handout Helen spends it all or gives it all away. Never has enough left for the things she really needs.

7. What do you do when you are on a team?

If we don't play my way I won't play at all.

I want the team to succeed with everybody doing their fair share.

8. How clean do you keep your room?

Eat-off-the-floor Ellen

Garbage Dump Greta

9. How many friends do you need?

Stuck-up Stanley--only one friend--himself. Sends himself valentines.

Friendly Frank wants everyone to be his friend. Sends 5 lbs of candy to everyone in school

10. How do you feel about being on time?

Patty Punctuality punches the time clock 15 minutes early every day

Lucy Latecomer wanders in as we are about to go to recess

11. How do you feel about seat belts?

Washy-Willie--wears them all the time, even to wash the car

Scissors Sam--cuts them off cars in parking lots.

12. How much do you watch TV?

Blurry-eyed Bill never turns it off

No-knob Ned never turns it on

13. How selective are you about TV?

Whatever is on, Anything-Annie will watch it

Educational-Eddy watches only school programs or entertainment.

14. How do you feel about honesty?

Harvey-high-morals never cheats or tells a lie and has it in for anyone who does.

Cunning Clara worms and wiggles when put on the spot. She would rather lie than tell the truth any day.

15. How do you feel about being rich?

Harriett high-society simply adores all her jewels and furs. She seldom brings her head down to see what other people are doing.

Pricilla poverty eats potatoes and bread. She fights off the rats and roaches; even her cat is hungry.

Students can follow this with an "I learned that I ..." statement possibly to be shared with the class.

Activity 2 The following list of values could be dittoed and given to each student with the following instructions:

> Below is a list of 10 values arranged in alphabetical order. Your task is to arrange them in order of their importance to YOU as guiding principals in YOUR life.

_____ Good imagination (daring and creative)
_____ Hard-working (ambitious, aspiring)
_____ Helpful (working for the welfare of others)
_____ Honest (sincere, truthful)
_____ Independent (self-reliant)
_____ Loyal (sticks by his friends)
_____ Obedient (do your duty, respectful)
_____ Polite (well-mannered, courteous)
_____ Skilled (capable, able, fit)
_____ Smart (intellectual, reflective)

This list may be given 2 or 3 times throughout the year and may also be a springboard for asking the child to select a few occupational clusters that he thinks are compatible with his value priorities. This would be a later step after he has had considerable exposure to the occupational clusters.

It might be interesting to total these to see the value priorities of the whole class. Any student who wants to make an "I learned that I .." statement could do so.

FIFTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: Think of all the things you have wanted to be (job occupations) since you can remember.

C. INTERPERSONAL SKILLS
1. COMMUNICATION
2. COOPERATION
3. COMPETITION
4. INTERDEPENDENCE
5. DEPENDABILITY
6. GROUP BEHAVIOR

SIXTH WEEK, FIRST DAY (time-- 1 hour)

Objective 1 Communication skills are certainly important to interpersonal relationships. Verbal skills are facilitated through regular class interaction. This exercise will concentrate on non-verbal communication.

Activity 1

The students will pantomime various transactions such as:
Hitch-hiking good-bye welcome
come here I'm cold I'm bored
grief--4 students could play a mother, a father, and two children who have just learned that their dog has been killed by a car
Happy work situation at construction site involving six students.

A discussion could follow on non-verbal communication. Students may be able to recognize the contradiction when a person says one thing while transmitting the opposite non-verbally. "Eleanor Rigby" by the Beattles provides a good example of non-communication.

Objective 2 This sociodrama will demonstrate the importance of cooperation and interdependency in a group in order to accomplish all the necessary tasks, as well as meeting some of the needs of the people involved.

Activity 2 The children could role play what would happen if the teacher had to do all the activities in the school. Following this, there could be

a discussion concerning some of the school workers upon whom the students and the teacher depend. Who are some of the community workers upon whom we depend in a single day (busdriver, milkman, etc.)

SIXTH WEEK, SECOND DAY (time -- 30-45 minutes)

This is Me subject: What in your life made you feel the happiest? The saddest?

SEVENTH WEEK, FIRST DAY (time -- 1 hour)

Objective This experience will emphasize how work can be speeded up in the assembly line, but the work may be repetitive and monotonous.

Activity Students could participate in an assembly line experience to simulate a world of work activity and to perform a school need. The item to be produced in this experience could be a composition booklet, a folder for art work, a sorting of occupational pictures into occupational clusters later to be used in a class occupational information book, which would also be an assembly line project.

A reasonable completion time could be imposed on the "assembly line" to demonstrate the shared success or failure of the group as a whole. A follow up discussion on what interpersonal skills seemed valuable in this exercise would be appropriate.

SEVENTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: Can you recall some of the books or movies that have caused you to feel very excited? Sad? Happy?

II. PRIZING ONE'S VALUES AND PUBLICLY AFFIRMING THEM

A. DEVELOPING POSITIVE SELF-CONCEPT AND CONFIDENCE
B. ENCOURAGING GROUP AND LATER INDIVIDUAL AFFIRMATION OF VALUES

EIGHTH WEEK, FIRST DAY (time -- 1 hour)

Objective Self confidence will be facilitated by a general school atmosphere of unconditional acceptance of individual students. This will make a difference in the following exercises where students publicly affirm their values. Any insights that the student freely wants to share with the class is a public affirmation and should be treated with respect.

Activity One of the filmstrips on Basic Values from SVE would be a good springboard for a discussion of a personal value:

777-1 "Respect for Property"
777-2 "Consideration for Others"
777-3 "Acceptance of Differences"
777-4 "Recognition of Responsibilities"

The discussion may go something like this:

One area around which people have personal values is work. Do you think work is important? Why or why not? Are all or only some kinds of work important. Is work necessary? Which workers make your life better? How important is it to you to do your best? What are some other areas around which people have values?

So that students have the opportunity to crystallize their thoughts, they will be asked to write a paragraph on a personal value.

EIGHTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: Recall what happened on your birthday over the past four years. Do you remember what some your feelings were?

NINTH WEEK, FIRST DAY (time-- 1 hour)

Objective 1 This exercise is an excellent method for gaining insight into a student's achievement needs as compared to society's values on achievement; family work values; real and ideal value systems; means of coping outside the school setting. It is also to facilitate trust building in the class.

Activity 1 The teacher or counselor will ask for one volunteer to sit at her desk and be interviewed by her about any aspect of his or her life or values. Obviously a considerable degree of trust will be necessary for this to go over. The student must answer each question honestly, or he can decide not to answer and simply say "Pass." The student can end the interview at any time by saying, "Thank you for the interview." After his or her interview the student may ask the teacher any of the questions that were put to him.

Following are four suggested interviews. Ad lib questions may be the most effective in given situations.

A.
1. What is your full name? Do you like it? Would you change it if you could?
2. What do you do around the house in the way of chores?
3. Are you rich? Do you want to be rich when you grow up?
4. How do people get rich? Why are some people poor?
5. What does your mother do? Does she like it? Is she home a lot?
6. Does your mother have a cleaning lady? Do you think you'll have one?
7. Do you like school? Do you think you'll go to college"
8. What kind of work do you want to do when you grow up?
9. Who decides how you should wear your hair? What clothes you should wear? How your room is decorated?
10. Do you think all work is important? Why or why not?
11. How do your friends think of you when you do your best in a school play? How does the principal think of you?
12. How do you think it would feel to be captain of the football team? Have the most badges in your Brownie Troop? Cub Scout Troop?

B.
1. Do you have any hobbies?
2. How much time do you spend watching TV? What are your favorite TV shows?
3. Would you like to be an author (a painter, a dancer) some day?
4. What book have you read that you liked very much?
5. Do you think you'd make a good teacher?
6. If you were a teacher, would you be strict?
7. Would you invite a Black person to your house for dinner?
8. Would you join the Army?
9. What would you do if you found some money in the street?
10. Have you ever heard your mother or father say that some work is not valuable? Why do you think they said this?
11. How important is it to you to do your best in school? In any extra-curricular activity?
12. How important is it to your parents that you do your best?

C. 1. Do you think you will grow a beard when you grow up? Let your hair grow long? Bleach your hair?
2. Do you know any kids who shoplift?
3. What's the fastest you have ever been driven in a car?
4. Do you get an allowance?
5. What does your family do together?
6. Do you come promptly when you are called?
7. Are you happy that you are a boy? (a girl?)
8. Do you feel that you do your best work all the time?
9. Would you like to be older or younger than you are now?
10. How do you feel about work?
11. Do you value some kinds of work more than others? What kinds are valued most? Least?
12. Is comparing homework cheating? Is looking on a friend's test paper cheating?

D. 1. Would you like to be a patrol monitor?
2. Would you rather spend a day alone with your father or with your mother?
3. Do you ever do anything to earn money?
4. Are you expected to do certain chores around the house?
5. What wish would you make?
6. Tell me three things you like to do least. Rank them.
7. If you could have $100 cash, what would you do with it?
8. What do you like to do after school?
9. Do you like babies? Why?
10. Is it more important to do a job quickly or do it well?
11. What do you think you would do if you saw a friend cheating?
12. Do you like to be the leader? Why or why not?

Following this, students could respond to one of these sentences? "I was pleased that ..." or "I was displeased that ..." These may be spoken or written depending on the openness of the students.

Objective 2 So that students can be recognized for their beliefs and actions that they take pride in, the following strategy will be helpful. This offers the student the chance to clarify what things are valued highly by him as well as the alternatives offered by his peers.

Activity 2 Students are invited to share with the whole class any things about themselves that they "really feel good about." Boastful or bragging pride is not encouraged. Any student may pass, and this is fine. Following are some suggestions for the students to consider and complete in class discussion.

1) I am proud that on my own I can ...
2) I am proud that I spent my allowance on ...
3) I am proud that when I am scared I ...
4) I am proud when the other kids say that I ...
5) I am proud that I helped keep my city clean by ...

NINTH WEEK, SECOND DAY (time -- 30-45 minutes)

This Is Me subject: Has someone you love ever been disappointed in you? Why? How did you feel or how do you think you would feel?

III. ACTING ON ONE'S BELIEFS REPEATEDLY OVER A PERIOD OF TIME
A. ENCOURAGING SELF EVALUATION
B. ACHIEVING

TENTH WEEK, FIRST DAY (time-- 1 hour)

Objective 1 An important aspect of value clarification is the affirmation and reaffirmation to a student that the opinions and interests that he has freely chosen and espoused publicly to his classmates are indeed his values. Individual "acting on beliefs" can be noticed by the teacher and the student. This would be a good opportunity to encourage introspection and responsibility in students by having them evaluate themselves in this area.

Activity 1 To help a student center in on his values, the teacher might ask him why he volunteered for a certain classroom task (to clean the boards, pass out paper, clean erasers). Looking at his reasons might give a clue to some of his values. The teacher should be careful not to embarrass the student, while this thought process is vicariously experienced by the whole class.

Students will perhaps be ready to follow this with an "I realized that I ..." statement.

Objective 2 The student's awareness of community needs and workers will be expanded.

Activity 2 Students will identify individually or collectively a community need they would like to know more about. Needs might include: housing, playground, rural transportation, environment. They could also contact agencies like Lions' Club, Rotary, Chamber of Commerce, Social Services to get suggestions of community needs. Students should then name some of the community workers who can help meet that need.

TENTH WEEK, SECOND DAY (time -- 45 minutes - 1 hour)

There will be a discussion of the community workers that the students researched. Students will be encouraged to bring any props, like tools or uniforms, connected with their favorite worker to class next time.

This Is Me subject: Do you have chores to do at home? If so, how do you feel about this? If not, would you like to have this responsibility?

ELEVENTH WEEK, FIRST DAY (time-- 1 hour)

Objective World of work will become more relevant to students.

Activity Students could role play various workers that they identified last week. Workers involved in the same community cause could role play with each other to reveal to the class the part each worker plays in this community concern. Students who worked alone could be interviewed by another student.

ELEVENTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: Do you think your parents should provide you money toward the end of the week when your allowance is gone and there is something you really want to buy? Why?

TWELFTH WEEK, FIRST DAY (time-- 1 hour)

Objectives World of work will become more real to students.

Activity Invite two community workers that the class is interested in to speak to the class.

TWELFTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: Recall the Christmas presents you have given your mother for the past four years. Recall memories of these experiences.

THIRTEENTH WEEK, FIRST DAY (time -- 1 1/2 hour)

Objective Students will gain insight into change in society. This will be effective as well as informational.

Activity A discussion of woman's changing role in society could be interesting at this point. How do you feel about mothers working? Perhaps invite a working mother to visit and talk about her jobs. The class may want to discuss their feelings about how the family relationships would change if mother works. The following films may be included.

"Mothers What Do They Do?"-- West, Inc.
"Fathers Work" "Mothers Work" -- Imperial
"World of Work Cassettes" -- Educational Progress Corp.

THIRTEENTH WEEK, SECOND DAY (time-- 30-45 minutes)

This Is Me subject: "If I had to give up one of my values, the last thing I would give up is ..."

As a homework assignment to be discussed the next time, each student will be asked to make a list of his values, especially those related to work. The emphasis will be on the student's deciding which of his beliefs he does act on again and again. Students are encouraged to first make a list of as many of their interests, beliefs, attitudes, opinions, feelings, morals as they can recall. Parents may want to assist.

They they should make a second list of their values, which are chosen from the first list. It should be remembered that a value must meet these requirements:

1) Freely chosen from several other choices
2) Publicly affirmed
3) Acted upon repeatedly over a period of time

FOURTEENTH WEEK, FIRST DAY (time-- 30-45 minutes)

Objective Students will gain insight into whether or not they act on the things they identify as their values.

Activity Students will form small groups and discuss their value lists. This activity could be followed by "I learned that I ..." statements.

FOURTEENTH WEEK, SECOND DAY (time-- 30-45 minutes)

The teacher or counselor will return any This Is Me papers or expressive works that the students have done. This time may be used for any unfinished business the students may wish to share with the class. Good-byes.

SOURCE

Many of the exercises and ideas in this unit were taken from:

Career Education, U.S. Department of Health, Education, and Welfare, No. (OE) 72-39, U.S. Government Printing Office, Washington, D.C.

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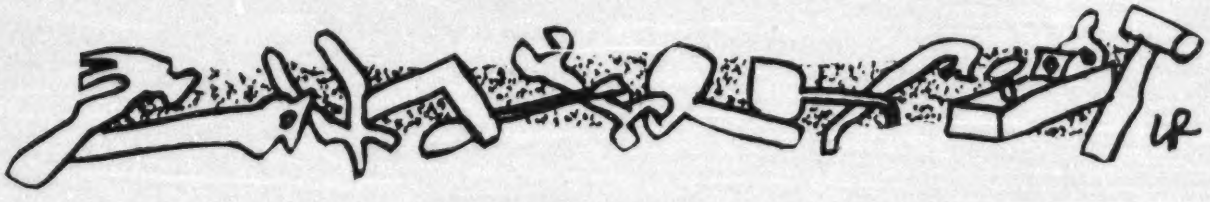
EPDA Institute: Career Development and the Elementary School Curriculum, University of Minnesota, College of Education, Summer, 1971.

Morrison, Donald M. "Is the Work Ethic Going Out of Style?" Time, October 30, 1972, pp. 96-7.

Raths, Louis, Harmin Merrill, and Sidney Simon. Values and Teaching, Charles E. Merrill, Columbus, Ohio, 1966.

Schaefer, Carl and Jacob Kaufman. Vocational Education: Social and Behavioral Perspectives, Heath Lexington Books, Lexington, Massachusetts, 1971.

Simon, Sidney B., Leland W. Howe and Howard Kirschenbaum. Values Clarification, Hart Publishing Company, Inc., New York, 1972.



EVALUATION OF WORK ETHIC PROJECT

Pittsfield Center Massachusetts State Department of Education

Your frank feedback is appreciated.

1. Name _____ Date _____

2. Title _____ Grade Level _____

3. School _____
   Name Address

4. Number of students in your classes where work ethic activities tried _____

5. Years of teaching experience _____

6. Major in college _____

7. Name of your principal _____
   (for recognition in final report)

8. Do you teach in - (Check most appropriate)

   _____ Self-contained Classroom

   _____ Departmentalized School

   _____ Open Classroom

   _____ Other _____

9. What parts of this project have had the biggest impact on your teaching an understanding of the work ethic and career awareness? (Rank in order, 1 having most impact)

   _____Handouts at Workshop

   _____Materials

   _____Resource Consultant Visits

   _____Workshops

10. What would you need next year to continue your efforts with the work ethic and career awareness?

You may detach Page 1 for anonymity.

11. Please circle.

How strongly do you feel about the project continuing?

1	2	3	4	5
Definitely Continue		Neutral		Definitely Not Continued

12. How useful were the materials provided through the project?

1	2	3	4	5
Very useful		Neutral		Not very useful

What materials were most useful?

13. How helpful were the visits of the resource consultant?

1	2	3	4	5
Very helpful		Neutral		Not very useful

14. How could the visits of the resource consultant have been more helpful?

15. How beneficial were the workshop presentations?

1	2	3	4	5
Very helpful		Neutral		Not very helpful

How could the workshops have been more helpful to you?

16. How useful were the workshop materials?

1	2	3	4	5
Very useful		Neutral		Not very useful

Comment:

17. Any other evaluatory comments about the project would be welcomed. i.e. facilities, food, workshops schedule etc. Use reverse side if necessary.

It is only by labor that thought can be made healthy and only by thought that labor can be made happy.

John Ruskin

Pittsfield Regional Education Center
Pittsfield, Massachusetts

OCCUPATIONAL COMPETENCY

UNDERSTANDING THE WORK ETHIC IN THE INTERMEDIATE GRADES

PITSFIELD REGIONAL EDUCATIONAL CENTER
PITSFIELD, MASS.

The Project
Occupational Competency—Understanding The Work Ethic in the Intermediate Grades

Background
The project originated in response to a concern expressed by Western Massachusetts educators and employers as to the attitudes towards work of children in school and as adults in jobs after school. This concern is reflected in a Department of Health, Education and Welfare task force report on working conditions called *Work In America*. They found that a number of workers expressed dissatisfaction with their employment and the monotony, isolation and the meaninglessness of their jobs. Workers surveyed wanted more autonomy on their jobs, greater opportunity for increasing their skills, more challenge and greater participation in the design of their work. Their dissatisfaction often showed itself in high absenteeism, shoddy workmanship, vandalism, increased drug use and mental and physical illness. A worker's attitude was the most powerful predictor of obtaining and retaining employment.

Objectives
This project proposes to increase the knowledge and understanding among a pilot group of intermediate grade level children of the work ethic by examining the implications of the work ethic in their own classroom work. The student awareness of the world of work will also be expanded. Specially designed activities will be geared to helping the children look more closely at themselves, their attitudes, abilities and potential strengths. The focus of the project will be less on career education and more on knowledge of self and the importance of attitude and constructive work habits. The units and activities developed by the participating teachers will be duplicated for use by other teachers in Massachusetts.

Teachers Involved
Twenty-five exceptional intermediate grade level teachers and administrators from Western Massachusetts have been selected to participate by their respective principals and superintendents. These are teachers who have taken on the task of attending workshops at the Pittsfield Regional Office, identifying published and non-published materials, and developing units or activities which will be shared with other teachers and schools who are concerned about a better understanding of the work ethic. A resource consultant will travel among the schools represented to provide assistance with the activities and units.

Participants in the project are:

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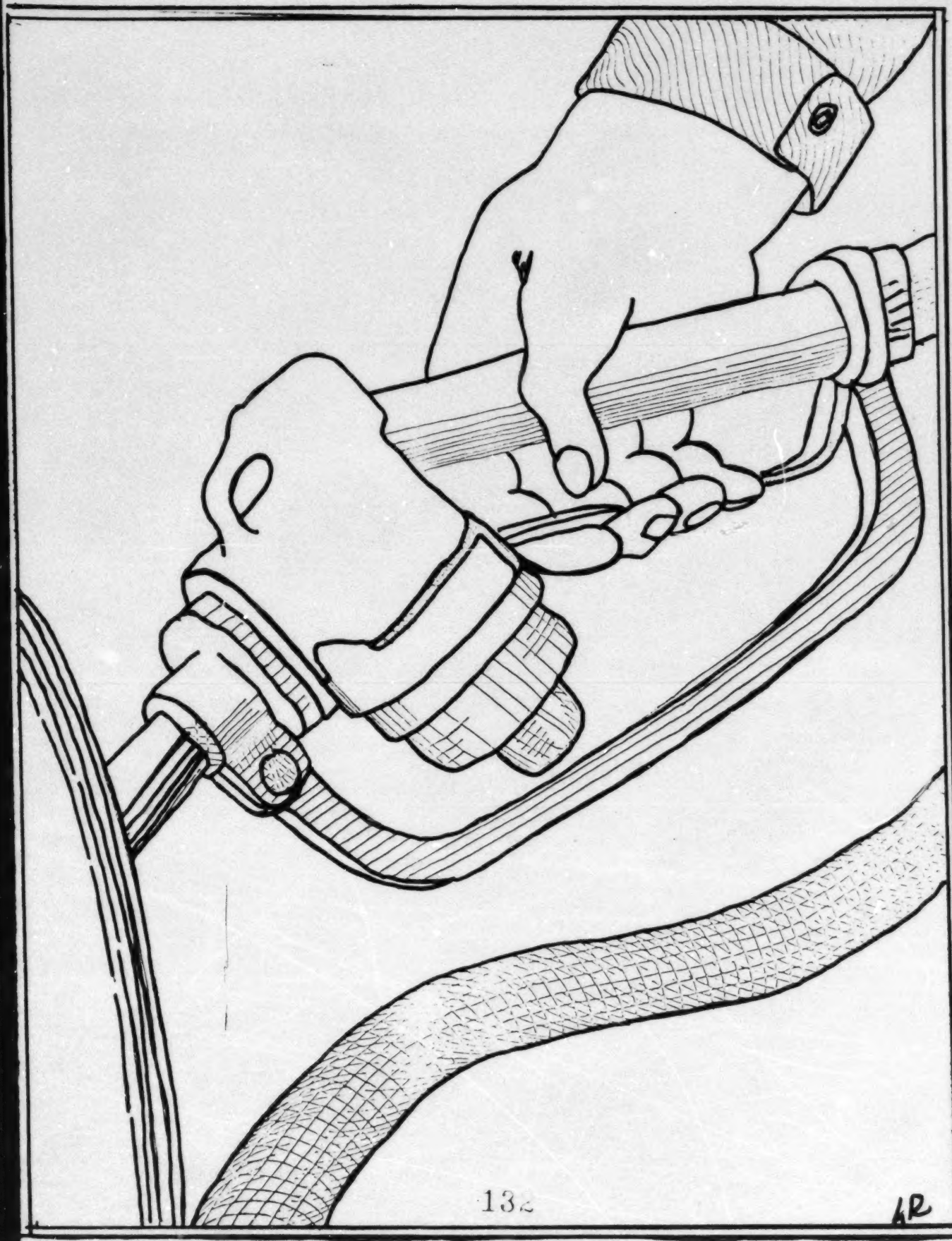

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